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ABSTRACT

Materials are provided from a 5-day course designed to help Ontario Public Service Employees Union (OPSEU) educators produce a draft outline for an introductory course on employment equity. Other objectives of the course are as follows: (1) to strengthen OPSEU educators' skills in facilitation, design of education sessions, and addressing resistance in social change education; (2) to strengthen OPSEU educators' knowledge of adult and popular education methodology and specific resources useful in teaching about employment equity; and (3) to develop a core team of OPSEU educators to teach the course. Introductory materials include information on workshop planning and an overall course outline with session objectives. For each day of the course, these materials are provided: (1) a restatement of the objectives and agenda; (2) a brief description of the process; (3) task sheets for activities used; (4) details of selected activities; and (5) material produced by participants. Session titles are as follows: What's It All About; Introducing Equity Issues; Analyzing Systemic Barriers; Facilitation, Addressing Resistance, Design; and Role of the Union in Challenging Discrimination. The product, a manual for facilitators of a weekend course on employment equity, is provided. The course is divided into four sessions. These are divided into specific activities with guidelines for time, materials, and process. Task sheets and background notes are provided where necessary. (YLB)

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Educating for a Change

Ontario Public Service Employees Union

A Skillshop for Trade Union Educators

WORKSHOP MANUAL

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Based on a course in facilitation and design
for staff and members of the Ontario Public Service
Employees Union who teach employment equity

January 8-13, 1989
The Briars: Lake Simcoe, Ontario

The Ontario Public Service Employees Union
The Doris Marshall Insititute for Education and Action

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Educating for a Change

A Skillshop for Trade Union Educators

WORKSHOP MANUAL

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A/ PROCESS

INTRODUCTION

The course on OPSEU: Employment Equity described in this document was one of three programs for community and labour educators, developed by the Doris Marshall Institute during the period November 1988 to October 1989. Funding for course and materials development, and facilitation, was provided by Ontario Ministry of Skills Development. OPSEU contributed costs for participants' travel, accommodation, and materials duplication. This document is a record of the process of the course and the knowledge produced from it.

What the Course Was About

This course was designed to help OPSEU educators to:

* produce a draft outline for an introductory OPSEU course on employment equity

* strengthen OPSEU educators' skills in:
    - facilitation and co-facilitation
    - design of education sessions
    - addressing resistance in social change education

* strengthen OPSEU educators' knowledge of:
    - adult and popular education methodology
    - specific resources useful in teaching about employment equity

* develop a core team of OPSEU educators able to teach the course effectively

During each of the five days, we modelled activities which examined aspects of employment equity, worked with OPSEU participants in adapting the activities to the OPSEU context, and strengthened participants' skills and knowledge to teach the course.

Sunday January 8 7:00-9:00 p.m.	WHAT'S IT ALL ABOUT? Meeting each other; practising icebreaker exercises; clarifying goals, agenda and process for the week.
Monday January 9 9:00-9:00	INTRODUCING EQUITY ISSUES Dry run of activities which introduce equity issues; setting goals for OPSEU's course; production and assembly of the first session of the OPSEU course.
Tuesday January 10 9:00-6:00	ANALYSING SYSTEMIC WORKPLACE BARRIERS Dry run of activities which analyse systemic workplace barriers; familiarization with films as case study tools; effective use of a resource person; designing activities for session 2 of the OPSEU course.
Wednesday January 11 9:00-9:00	EQUITY EDUCATION IN PRACTICE Practise facilitating activities; practise giving critical feedback to colleagues; identifying and addressing resistance; effective design of equity courses.
Thursday January 12 9:00-5:30	THE ROLE OF THE UNION IN EMPLOYMENT EQUITY Dry run of activities which connect employment equity with the union's agenda; production and assembly of final session for the OPSEU equity course
Friday January 13 9:00-12:00	COVERED GROUND AND NEXT STEPS Review of the week and the manual outline; planning for completion of manual and other followup; evaluation of the course.

The Facilitators

The two facilitators were Barb Thomas from the Doris Marshall Institute, and Fran Endicott, an associate of the Institute's.

When and Where it was held

This was a five-day session running from the evening of Sunday, January 8, to Friday, January 13, 1989 at The Briars on Lake Simcoe.

How It Was Planned

The workshop design was based on information from three sources:

- input from the co-planners of the program - Valerie Alia and Mary Rowles. Through her work as Equal Opportunities Coordinator, Mary had worked with all course participants before. She was also aware of what was required to develop and continue to gain support for an Employment Equity course in the organization.
- input from a few of the participants canvassed by Mary Rowles and Valerie Alia
- past experience of the facilitators and DMI consultants in training programs of this nature.

Course Materials

The materials used during this week were:

- "The Top Ten" readings sent to participants, at their request, prior to Christmas holidays
- a binder of course readings on racism and employment equity, and on principles of group process and popular education. This was distributed to each participant at the beginning of the course.
- handouts for specific activities, distributed to participants as the course progressed
- reference books, reports, pamphlets, on display during the course, and listed on the bibliographies distributed to all participants
- knowledge produced by participants, typed by the facilitators after each day of work, and distributed to participants at the beginning of the next day as reference

OPSEU Course Participants

Mary Rowles	OPSEU staff
Valerie Alia	OPSEU staff
Tom Wood	OPSEU member
Paul Misir	OPSEU member
Rose Lees	OPSEU staff
Bebe Ahad	OPSEU member, and temporary staff
Beverly Johnson	OPSEU member
Ores Ting	OPSEU member
Mohar Budhrum	OPSEU member
Derek Miller	OPSEU member
Tom Watson	OPSEU staff

OVERALL COURSE OUTLINE AND OBJECTIVES

This section provides a broad overview of the course as it was designed with each session's objectives. The section following this, details what actually happened -the process, activities, and participant-produced knowledge from each session.

Sunday January 8: What's It All About?

Objectives

- practise icebreaker exercises, potentially useful for the OPSEU course
- create climate of ease and introduce ourselves
- clarify participant expectations
- review program and agree on agenda for the week

Agenda

7:00 . Welcome and introductions in rotating pairs

7:30 . Expectations of the workshop

8:00 . Overview and modifications to week's program
Outline of the process, and selection of
Monday's "course stewards"

8:45 . Fly on the ceiling - look back at the
evening's process

Monday, January 9: Introducing Equity Issues
Dry-run, Production and Assembly

Objectives

- * model and critically examine. activities which introduce equity issues.
- * review some other activities and resources for their application to our own course
- * negotiate and agree on a few basic goals for OPSEU's introductory course on Employment Equity
- * practise writing realizable objectives for a 3-hour introductory session on equity
- * draft models for the first session of the equity course

Agenda

9:00 . Hangovers

9:30 . Dry Run Activities
  - Social Identities
  - Racism in Society and Workplace
  - Racism and Power Tool (Triangle model)

. Reference to other activities available

11:30 . Fly on the Ceiling

12:00 . Lunch

1:30 . Production
  - goals and objectives
  - objective-setting activity
  - agree on goals for OPSEU's course

3:30
  - setting objectives of 1st session of OPSEU course
  - draft design of first OPSEU session

5:00 . Supper and break

7-9p.m. . Assembly of the first session

Tuesday January 10 Analysing Systemic Workplace Barriers
Dry-Run and Production

Objectives

- * model and critically examine, activities which uncover and anlyse systemic barriers in the workplace
- * review some other activities and resources for their application to the second part of our course, with an emphasis on film
- * draft activities for the second session on equity

Agenda

9:00 . Hangovers and Reports from Course Stewards
  Selection of new stewards

9:30 . Dry Run
  - sample film clips
  - application of triangle model to filmclips
  - gallery of groups' analysis
  - the use of a resource person
  - reference to other activities

12:00 . Fly on the Ceiling

12:30 . Lunch

1:30 . Production
  - how to design an activity
  - draft an activity for second session

3:00 . Preparing to facilitate an activity

4:30 . Supper and break

7:00 . Films and free time

Wednesday January 11 Equity Education
Facilitation, Addressing Resistance, Design

Objectives

- practise co-facilitating a 5-minute piece of the activities developed on Tuesday p.m.
- practise giving critical feedback to colleagues
- explore some common forms of resistance to equity education
- develop a checklist of key features of effective design and facilitation of equity courses
- assemble activities into the second 3-hour session of the OPSEU course

Agenda

9:00 . Hangovers and Stewards' report
Selection of new stewards

9:30 . Facilitation
- Develop rules for critical feedback
- Participants facilitated, in pairs, short pieces of their activities
- Feedback
- Develop critical checklist of effective facilitation

12:00 . Lunch

1:30 . Dealing with Resistance roleplays

4:30 . Add to checklist on effective facilitation

5:00 . Supper and break

7:00 . What we've learned about design

7:45-9 . Assemble second session of OPSEU course

Thursday, January 12
The Role of the Union in Challenging Workplace Discrimination - Dry-run, Production, Assembly

Objectives

- model activities which identiy actions to challenge employer discrimination
- review some other activities and resources for their application to the OPSEU course
- draft models for the 3rd session of the OPSEU course
- briefly share workshop models

Agenda

9:00 . Handovers and Stewards' Report
 Selection of new Stewards

9:30 . Dry run
 - Employment Equity and my workplace

 - Questionaire on Barriers

 - Mock labour/management meeting on E.E.

12:00 . Fly on the Ceiling

12:30 . Lunch

1:30 . Production and Assembly
 - adapt activities for 3rd OPSEU session

 - Assemble 3rd session

5:30 on . Supper and free time

Friday January 13 Govered Ground and Next Steps

Objectives

- make the course planning process visible to participants
- review the draft outline of the new OPSEU course, and identify the steps needed to complete it
- clarify division of labour in follow-up
- evaluate this "Educating for a Change" course

Agenda

9:00 . Hangovers and Stewards' report

9:30 . "Methodological March" - review what we've done

9:45 . Review what we've got - areas of disagreement

10:15 . Next Steps in completing the course

11:30 . Evaluation and closure

COURSE DETAIL

This section documents what actually happened in each of the five days of the course. For each day you will find:

- a restatement of the objectives and agenda (revised by participants) for each session
- a brief description of the process
- task sheets for activities used
- details of selected activities
- material produced by participants

What's It All About Sunday Session

Objectives	Agenda
. practice icebreaker exercises potentially useful in OPSEU course	. Welcome and intros . 4 partnered interviews
. create climate of ease and introduce ourselves	
. clarify participant expectations	. Round robin
. review program and agree on agenda	. Review of program . Choose Monday's course stewards . Fly on the ceiling . Social or sleep

The Process

After a welcome by Mary Rowles and the facilitators, participants were asked to find a partner, four times and discuss for 5 minutes with each one of four questions.

Participants then introduced themselves to the whole group, their position in their local/workplace, and what they wanted to learn from the course. Comments were recorded. Facilitators outlined their objectives and proposed program, and their expectations of participants. They indicated where participant expectations might fall outside the purview of the current design. The concept of "course stewards" was introduced as a way of sustaining participant input to the program, and two participants agreed to assume that role for the next day. At this point, it was apparent, that several participants were under time constraints to leave early Friday morning. Participants agreed to work late Thursday evening to finish the Friday work, in order to leave first thing the next morning. A second tool "Fly on the Ceiling was introduced. It was used to reflect both on the various elements of the evening's design and on what participants thought/felt about the first session.

Task Sheets/Activities/Participant Knowledge

Paired Introductions
Find a partner and discuss for 5 minutes:
a) how is racism an issue in your workplace?

Find another partner and discuss for 5 minutes
b) who's doing what about racism in your workplace?

Find another partner and discuss for 5 minutes
c) what's needed in an OPSEU equity course?

Find another partner and discuss for 5 minutes
d) What do you want to learn from this week?

2 DOING/
MIDDLE
3D

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OUR EXPECTATIONS OF PARTICIPANTS

1. Attend and participate in all sessions of the course. We plan to start and end on time.

2. Work with other participants in designing a draft of an OPSEU course on employment equity

3. Co-facilitate 10 minutes of an activity you have designed, using colleagues in the course as participants.

4. Provide feedback to course stewards and to facilitators as to how well the course is meeting your needs as we progress. Provide feedback to colleagues when they facilitate an activity they have designed.

5. Contribute materials, ideas, resources as they occur to you throughout the week.

6. Bring your curiousity, willingness to learn and teach, and your sense of humour to the program.

Fly on the Ceiling

1. What did we do (reconstruction)? Why?

2. What happened for you - summarize what you learned/felt

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of ?

COURSE STEWARDS

our role is outlined below:

. To be available to participants for input into the course as we go along

. To reflect on how the day went, keeping mind:

participation

pacing

balance of new and familiar content

logistics

. With the other course steward, to prepare a brief report based on your observations of the day. The report should be no more than 10 minutes in length and will be at the beginning of the morning session. You might want to make your observations on this sheet.

Introducing Equity Issues   Monday Session

Objectives	Agenda
. model and critically examine, activities which introduce equity issues	. Hangovers . Flower model . See,hear,feel activity . Triangle mod. . Fly on ceiling
. develop some indicators of an effective workshop	. Checklist
. agree on some basic goals for OPSEU's employment equity course	. Goalsetting
. draft models for first session of OPSEU's employment equity course	. Production

The Process

The session began with a short "Hangovers" piece in which participants were asked to surface any questions or issues emerging for them since last night. Facilitators then reviewed the agenda and working time for the day. An extended morning session modelled three activities useful for introducing equity issues. To begin with participant experience, we used the flower tool for looking at culture and social identities. Each participant was asked to fill in each of the inner petals with words that described that identity for themselves, and each of the outer petals for the "dominant, most privileged identitities" in Canadian society. We then compared our own identities to the dominant strata. This exercise was followed by further discussion on the differences between race and ethnicity, and the differences and connections between different forms of discrimination.

Following this, we did an exercise in 2 groups to develop some indicators for recognizing racism. When I see, hear, and feel..... these things in society, in my workplace I suspect that racism is happening. Each group reported back their comments, further elaborated by the large group, and we discussed patterns observable from this work. Facilitators then introduced a triangle model for analysing the different dynamics of racism, and for locating and connecting participants' data. The triangle tool is also useful for helping us link racism in the society to the racism we observe in our workplaces. Using the "Fly on the Ceiling" sheet, we reflected on what we had learned, and which of these activities we might use in the OPSEU course we were creating.

In the afternoon, we developed a checklist for an effective workshop or session of our course. We had a brief discussion identifying some of these guidelines as design questions, some as facilitation questions, and some as both.

After lengthy and healthy debate, we agreed to three overall goals for the OPSEU course. Following this, participants worked in three groups, each to develop a draft of the first session of the OPSEU course. Work finished late in the evening, and we agreed to share these designs the next day.

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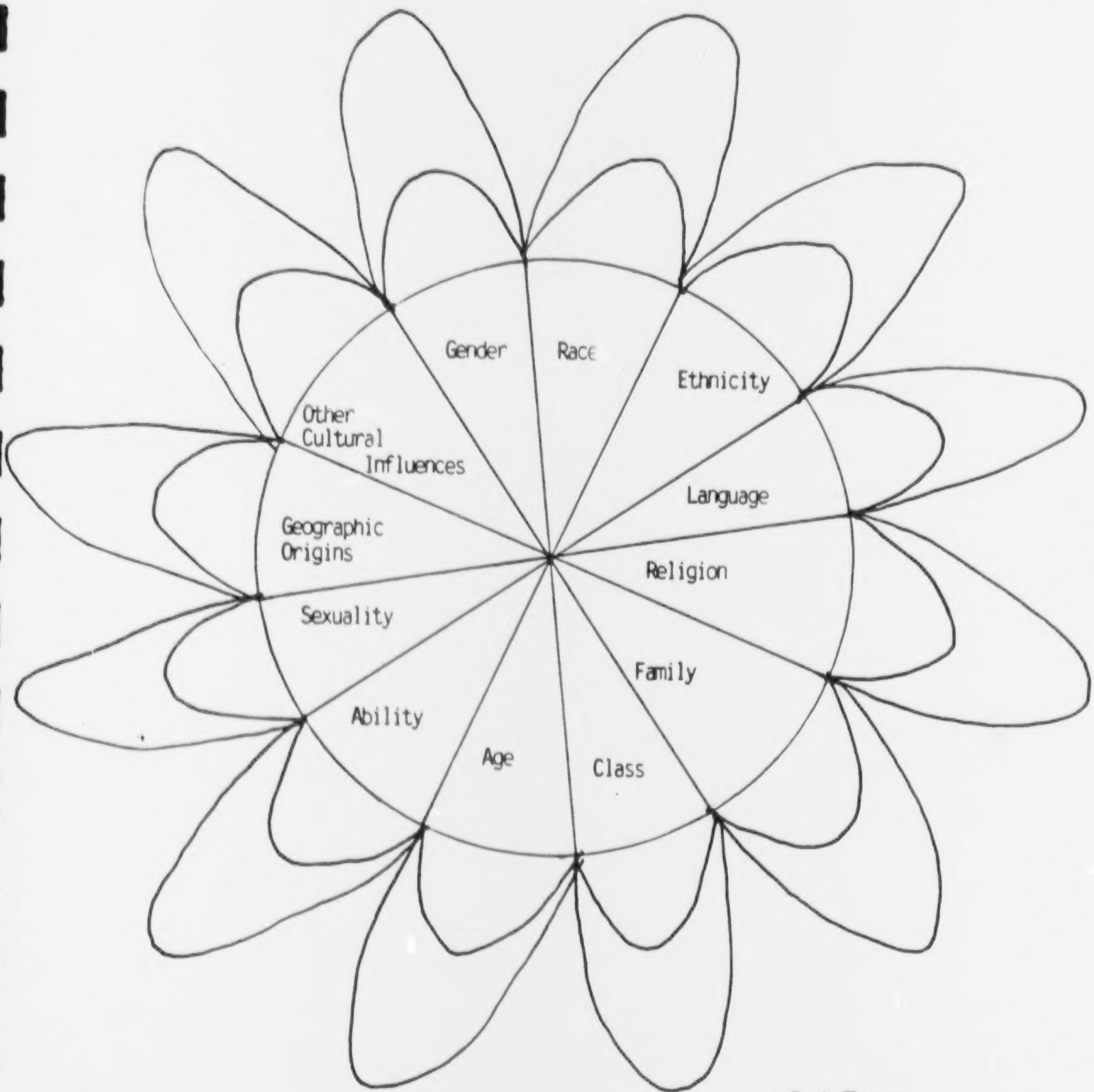
CULTURE AND SOCIAL IDENTITIES


Gender
Race
Ethnicity
Language
Religion
Family
Class
Age
Ability
Sexuality
Geographic Origins
Other Cultural Influences

Barb Thomas
Adapted from:
Letters to Marcia: a Teacher's Guide to Anti-Racist Education. Enid Lee, Cross Cultural Communication Centre, 1985

Task Sheets/Activities/Participant Knowledge

Flower Tool: Process for Discussion

1. Fill in inner petals describing yourself

2. Fill in the outer petals for the "dominant, most powerful identities in Canadian society"

3. Facilitators post on large flipchart flower, the words participants have used to describe the dominant identities. The group discusses these words and comments.

4. Facilitator summarizes the profile of the dominant most powerful identities

5. Participants asked to indicate how many of their identities are different from the dominant, most powerful identities. Are any of these identities more significant than others in determining the extent of discrimination faced?

6. What is going on in each petal to produce and maintain dominant identities (and therefore, subordinate identities)? Note that this is not a question of "majority" "minority" but of power. What are the different words we have for these disparities - e.g. racism, sexism, regionalism, etc.?

7. List what participants have put on their inside circle to describe "race" and "ethnicity". Note in two columns on flipchart.

Race
- human
- Black
- brown
- white
- yellow

These words had to do with:
- colour
- appearance

Ethnicity
- West Indian/ South American
- East Indian
- American
- Asian
- Caribbean
- Anglo-Saxon
- Hungarian/ Jewish/N.Amer.
- Scottish

- background
- countries
- geography
- mixed up
- different cultures

8. Facilitator talked about race as a "social colour" rather than a scientific category. For example the Irish were called a race; the Jews have been called a race. These have to do with

different parts of the flower. In this century in North America, the dominant feature of "race" is colour.

9. Children learn about race (whether we want them to or not)
- age 2 - awareness of differences
- ages 3-5 - racial identification
- ages 5-7 - racial preference

It is the "preference" stage we worry about. This means that children understand by 5 years of age that some people are treated better than other people in this society, on the basis of physical characteristics, and they want to be part of the preferred group, unless they have solid support at home and in their community.

10. We had a brief discussion of colour as **physical** and **social**. There are physical differences. The social aspects of colour refer to the social signficance attached to physical difference.

TASK SHEET 1a: RACISM IN SOCIETY

When I see, hear, and feel these things in the society outside the workplace, I know racism is happening......

TASK SHEET 1B: RACISM IN THE WORKPLACE

When I see, hear, and feel these things in the workplace. I know that racism is happening.......

Participant work on See, Hear, Feel

One group of participants was asked to develop some see, hear, feel indicators of racism in society. The Second group was asked to develop similar indicators in the workplace.

Society

See

* "the look" between white people on the subway when they watch behaviours of people of colour
* segregation - lots of Black men playing football: no black quarterbacks: no black hockeyplayers
* segregation in housing - different groups of people get on the subway in different areas of the city
* Ben Johnson - from "great white hero" to "Black Jamaican immigrant"
* political structure - white men as the elected "representatives"
* mdeia - mostly white broadcasters

Hear

* the decision against Majestic
* the Lawson shooting
* the words "Paki": "nigger": "oreo": "chink": "skid mark"
* "all you guys look alike"
* Ben Johnson

Feel

* job interviews - anger, frustration, depression, disappointment, helplessness, silenced powerlessness
* Ben Johnson
* apartment hunting
* comments about others: jokes: racial remarks, slurs, discomfort, annoyance, inferiority, loss of dignity

The Workplace

This group did not distinguish, but used see, hear, feel for guidelines to the following:

* imbalance: for example 1 black person and four white people
* how and who communicates for our union
* comments and jokes
* racial slurs
* who gets training and promotion
* performance appraisal process (accent, etc.)
* job competition process
* hiring process
* favouritism
* brown-nosing, towing the line, yes-person
* insecure jobs - women and minorities on contract
* OPS domination in OPSEU
* fear of challenging discrimination in the workplace and the union
* need to get OCRA people involved

* tokenism
* job application forms
* multi-lingualism seen as a liability instead of an asset
* job ghettoes - females; visible minorities - OPSEU as well
* layers of barriers - have to get into the workplace, and then have to get through barriers in the union
* management fear of vocal employees - intimidation

Patterns:
* forms of discrimination in society reflected in the workplace and vice versa
* the real issue is power and who has it

The Triangle Tool to Look at Racism

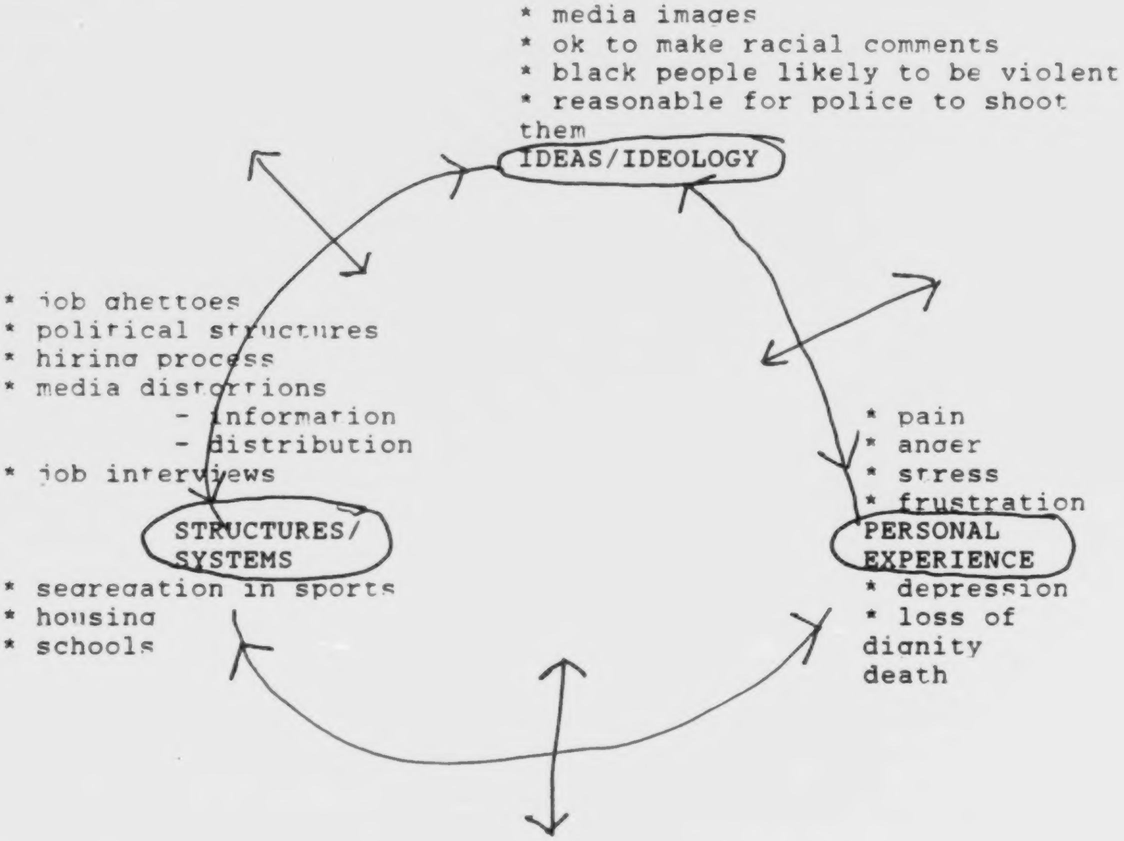
Facilitators introduced the triangle tool as a method of analysing the connections and differences between **systemic**, **ideological** and **personal** aspects of racism.

a) Rosemary Brown story of white woman whom she met in supermarket who wanted to hire her as domestic - idea that Black women do domestic work; ideas come from observed social status of Black women who have historically been relegated to such jobs. There are arrows between each circle on the triangle.

b) Power is located on all three points of the triangle

c) Participants posted their comments from see, hear, feel exercise on appropriate points on triangle.

d) Triangle tells us that:
* to attack racism we have to address all three features of racism
* what exists in the society exists inside the workplace.



* media images
* ok to make racial comments
* black people likely to be violent
* reasonable for police to shoot them

IDEAS/IDEOLOGY

* job ghettoes
* political structures
* hiring process
* media distortions
    - information
    - distribution
* job interviews

STRUCTURES/ SYSTEMS

* segregation in sports
* housing
* schools

* pain
* anger
* stress
* frustration

PERSONAL EXPERIENCE

* depression
* loss of dignity
death

Discussion:

- use triangle with trade unionists to do class analysis - shared discrimination. Then talk about the additional components of race, ethnicity, gender, disability. Who isn't there?
- "reverse discrimination" located under **personal experience** without the weight of structures, and prevailing ideas about your inferiority/inability to do the job.

Fly on the Ceiling Comments

- we could use and refine the flower for our course
- should start with our own stories of discrimination - as trade unionists as well
- small groups could discuss some dynamics of each of the petals of the flower

Indicators of An Effective Workshop

Group 1:

- clear outline, and participant expectations
- vibrant/alive
- facilitators alert to dynamics: keep things on track
- well-prepared - materials/handouts
- flexible - meshing of facilitator and participant goals
- activities are active
- draws on people's experiences
- practical and participatory
- facilitator doesn't talk all the time
- chance for reflection and analysis of activities

Group 2:

- clear outline of topic, interestingly presented
- lots of opportunity for participation
- setting is comfortable: no distractions: smoke-free
- not too long, not too short
- evaluation opportunities - time for reflection and analysis

Group 3:

- promotes sense of solidarity and accomplishment
- moves to action
- concrete tools and strategies
- clarity on own agenda .... guide participants to it

SETTING GOALS FOR THE OPSEU COURSE ON EMPLOYMENT EQUITY

COURSE TIME: 10-14 hours

PARTICIPANTS: What do you know about union members who will be attending this course? ie. gender, race and ethnic backgrounds, first languages, social class: will they know each other's names: what are their experiences with employment equity: what attitudes, understandings and skills are they likely to bring to this course?

THINGS TO GUARD AGAINST OR THINGS YOU'RE AFRAID WILL HAPPEN

SETTING SOME COURSE GOALS

a) Make a list of what you want participants to understand, know, be able to do at the end of the OPSEU employment equity course.

b) Set 4 goals for the OPSEU Employment Equity course.

GUIDELINES FOR SETTING USEFUL GOALS

1. Are they realistic for the time you have?

2. Does each goal have a clear verb or action word which suggests what people will be doing?

3. Are the goals measureable? Will you know if you have met these goals?

4. Are the goals appropriate to the group? Could you say these goals to the group and have their support?

5. Is there a logical connection between the goals?

6. Do the goals address what you want people to feel, know, and be able to do?

Goals for OPSEU Course

After lengthy and healthy debate, we agreed to the following overall goals for the OPSEU weekend school we were developing:

1. Identify and analyse discrimination in employment systems in our workplace
2. Compare management and union approaches to employment equity
3. Identify and practise some collective strategies which help union members gain control of employment equity planning and processes involved in redressing individual cases.

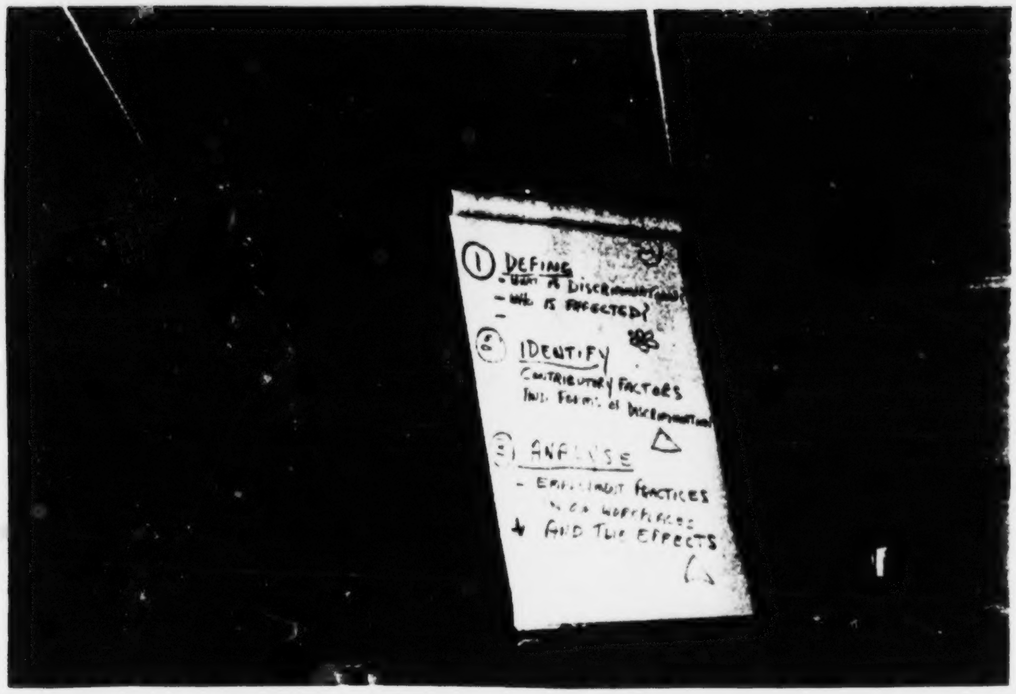
PLANNING SESSION 1 OF OPSEU'S EMPLOYMENT EQUITY COURSE

Based on:
a) the goals we have set for the overall course:
b) the dry-run of activities for introducing equity issues that we did this morning....

1. Set no more than 3 objectives for the first session of the OPSEU employment equity course.

2. Using the Workshop planning sheet provided (only if you find it useful), draft a plan/design for this first session. Specifically, what activities will you use, what resources will you need, how much time do you estimate each piece will take. **What will you do in this session** to meet your stated objectives.

3. Print your draft design on a piece of flipchart paper, and be prepared to share it with other participants this evening.


① DEFINE
- WHAT IS DISCRIMINATION?
- WHO IS AFFECTED?
② IDENTIFY
CONTRIBUTORY FACTORS
THE FORMS OF DISCRIMINATION
③ ANALYSE
- EMPLOYMENT PRACTICES
IN OUR WORKPLACES
+ AND THE EFFECTS

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Analysing Systemic Barriers Tuesday Session

Objectives

. review designs for 1st session of OPSEU course done yesterday
. model and critically examine, activities to uncover/analyse systemic racism in the workplace
. draft activities for 2nd session of OPSEU course
. practise co-facilitating part of an activity

Agenda

. Hangovers
. Share designs
. Film clips
. Resource person
. Fly on Ceil.
. Small group work
. Roleplay

The Process

We began the day with "Hangovers", a short report from the course stewards, and the election of two new stewards for Day 2. The three groups who had drafted three possible designs for OPSEU course, first session, shared these, and we agreed to table decisions on the final design until after we had worked on session 2 of the course.

Facilitators introduced two tapes of film clips to the group, and distributed discussion guide sheets. Participants were divided into two groups, one group to assume responsibility for two one-minute clips on one tape, and one group to examine one clip on the other tape. Questions asked participants to use the triangle model to analyse the barriers in the workplace suggested by the film clips. Following this, one of the facilitators acted as a resource person on employment equity. Fran talked about the development of affirmative action policy at the Toronto Board, and some of the tension points beween union and management in that process. She used the notes from the film clips as a take-off point for her comments. We also wanted to stimulate discussion of ways to use resource people to supplement participant knowledge rather than to replace it. The Fly on the Ceiling allowed participants to reflect on these activities.

In the afternoon, participants, in the large group were asked to identify the main parts of an activity, and the facilitator roles necessary for each. Then, participants, in pairs, designed an activityfor the second session of the OPSEU course, and prepared to co-facilitate 10 minutes of that activity. From the role-played facilitation, we extracted a useful list of guidelines for effective facilitation.

Initial Draft Designs for OPSEU Session 1

Group 1:
Friday 7-9 p.m.
a) icebreaker
b) identify potential problems
c) what do you expect
d) facilitators reflect and evaluate evening and adjust course content if needed

Saturday a.m. 9:00-12:00
Objective: Identify how discrimination operates in the workplace

A. Question - what do you think is discrimination (10 minutes)
   Question - what are forms of discrimination - (age, gender, religion, etc.)
   Prompt for right direction - (20 minutes)

B. Introduce Flower
   Inner petal - 15 min. to fill out
   - 15-20 min. Discussion
Coffee - 15-20 min.

C. Outer petal - 1. 5-10 min. to fill out
   2. class participation and facilitator direction on chart - facilitator fill out and expand
   Discussion and class participation

Outline of OPSEU's view on employment equity - class discussion

Lunch

Back up
For no or low response at beginning of class:
1. Ben Johnson - Canadian hero to Jamaican immigrant
2. Lawson shooting in Toronto
3. How many natives or handicapped "coloured" work in your workplace

4. Flower
Suggestions from the group:
- use triangle to show management policy as inequitable
- introducing OPSEU policy establishes union policy as the norm

Group 2:
Friday night Session
Saturday Morning

Objectives:
1. Define, identify and analyses discrimination practices and policies in the workplace (1 hour)

Triangle - using workplace experiences (1 hour)

2. To analyse the individual perceptions of discrimination in relation to dominant power sturcture

Flower (1 hour)

3. Discuss concept of employment equity

short article on employment equity - groups - combined discussion
(1 hour)

Group 3:

Objectives:

1. Identify components of/contributors to discrimination and effects of discrimination

flower

2. Discuss/analyse the interplay between social structures and workplace structures.

3. (Maybe) Analyse employment systems and how they operate in workplaces

Comments: time problem

TASK SHEET 2: DISCUSSION OF FILM CLIPS

For the film clip your group has selected:

a) Identify which workplace barriers are evident from the flip. Use the triangle tool we used yesterday to analyse these barriers.

b) Comment on which of these barriers exist in your own workplaces. Are there others you can add?

c) What impact does racism and sexism have on the union's effectiveness?

d) What can the union do about systemic discrimination in the workplace?

Group 1: Majority Retreat (Australian; 2 1-minute clips on selection and promotion)

Clip 1 (refusal to interview Vietnamese woman)

IDEAS
credentials
not to be hired anyway
already working
colonial
patronizing
rationalize

STRUCTURES
credentials
selection process
conservative company
2 males dominant
colonial

PERSONAL EXPER.
pain of job
loss
frustration of
seeing discrim.
and not able to
do anything

Clip 2 (White woman secondment/promotion over Vietnamese male)

IDEAS
loss of business
hierarchy
colonial
patronizing
rationalize

STRUCTURES
racist company
racist clients
heirarchy
colonial

PERSONAL EXPER.
train her
knowing he
could
fear
embarassment
successful

Barriers:
1. hiring process
2. lack of recognition
3. job ghettoes
4. credentials

Effect on Union:
1. divide and conquer
2. loss of effectiveness

Union can do:
educate: grieve: bargain: Human Rights Commission: lobby

Group 2: (Raj and Rachael and 2 white management people)

IDEAS
1. stereotypes of women, Jews, Pakistanis
2. white is right
3. it's ok for women to be harassed by white males
4. power to act

STRUCTURES/SYSTEMS
1. dominant white males
2. buddy network
3. victim is penalised
4. occupation is male dominated
5. double standard for jokes to Raj to Rachael
6. structure encourages this type of behaviour
power to act/discripline

PERSONAL EXPER.
1. Rachael- anger, discrim.
2. Raj insult, embarassed, demeaned, but not harassed
intimidated, penalized, 7. victimized
scape-goated

Barriers in our workplaces:
1. these barriers exist in all our workplaces but to varying degrees
2. work ghettoes
3. recruitment, promotions, evaluation, training, assignments

Impact on the Union:
a) divide and weakens
b) uses time, energy and resources which can better be used - ie. contract negotiations
c) intimidates employees from exercising rights - grievances

Role of the Union:
1. education - members (here) participation
2. contract language - non-discrimination clause
3. set example - (constitutional change)
4. lobby for changes to legislation - CECBA
5. outreach - community network

"Gallery"
Groups posted the above notes for each other - short discussion for clarification.

Based on the above discussion and input from the Resource Person. some **Ideas for Union Action** emerged:

1. increase the profile of women and "minorities" in staff and political structures within the union

2. examine times/accessibility of union education programs. to ensure that people can get to them

3. community outreach which promotes union: protects members: and doesn't block/appear to block the only job entry points for "minorities".

4. develop mechanisms to communicate similar struggles in the union to each other.

Fly on the Ceiling

- film clips gloss over the more profound points.... there were decisions made before the interview clip
- show All in Favour in conjunction with clip - could should the segment of that film with the employee/manager interaction
- we should insist (ahem) that interviews in our workplaces be videotaped so we can document these processes
- zero in on interview process after using clip about interview. Make it a point of discussion.... roleplay i.e. a) 2 male managers getting together before the piece in the clip; b) what a real employment equity interview would look like.
- target recruitment practices as a point of discussion
- facilitators should supplement with their own experiences or draw out those of the group to fill in the holes left by the brief film clip
- use film clips as arguments for E.E.

BASIC PARTS OF AN ACTIVITY

1. Introduction

* explain guidelines and task
* clarify time available
* divide people into groups if necessary
* distribute handouts if necessary
* take questions for clarification

2. Doing the activity - implementation

* people working at something
* facilitator available (as a resource or to clarify)
* facilitator monitoring time

3. Debriefing the activity

* if in small groups, come back to large group
* pull out experience
* look for patterns/analysis
* add new content/theory which doesn't come from participants
* synthesis

Some Design Issues

* It's important to clarify the focus, or how the activity relates to the objectives
* Plan carefully for how much data you want to generate. You may only want groups to report on one part of their discussion and work.
* Plan for how you will capture and record new insights and group learning.

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Designing an Activity

Participants, in large group, were asked to identify the main parts of an activity, and the facilitator roles necessary for each:

Moments in Activity	**Facilitator Roles**
. Introduction/Beginning	. summarize what went before... link to this activity . explain purpose . explain what the activity is about/what is expected of participants . instructions/focus . divide into groups if necess.
. Doing it/Implementation	. provide material/resource as catalyst (e.g. film) . ensure active participation
. Debriefing/Conclusion	. share infor from 2.above . name patterns/differences . reinforce purpose . ensure participation . review/summarize . highlight new questions, info, insights, action . add new content, frames, ideas which don't come from part.

ACTIVITIES FOR SESSION 2 OF OPSEU'S EMPLOYMENT EQUITY COURSE

1. With your partner, design an activity for the second session of the OPSEU employment equity course. Your activity should help participants identify systemic barriers in the workplace.

2. Prepare to facilitate 10 minutes of your activity to the rest of us, using us as participants in your course.

3. Prepare any props and materials you need for your facilitation.

Co-facilitation
a) brief (if unnecessary discussion) of rules for feedback
b) each pair (Paul & Beverley; Tom and Tom; Rose & Ores; Mohar & Bebe; Derek and Valerie) co-facilitated 10 minutes from an activity they had designed. They then commented on their own work and specified what feedback they wanted from the group. Each person in the group then provided brief critical feedback.

Brief re-cap of work of facilitator pairs:

Paul and Beverley: introduced two new clips from City of Toronto video tape. Showed the tape (with some technical difficulty) and in a large group, asked us (as participants) to comment on the similarities between the two clips in light of the triangle.

Tom and Tom: roleplayed common tensions between staff rep and member as they tried to co-facilitate an activity which called for the group to roleplay a situation between a grievor, steward, and a job incumbent.

Rose and Ores: named common barriers to getting a job, and divided the group (successfully) into a management group and union group, each of which prepared its case and roleplayed 5 minutes of a second-level grievance in which Mr. "I am cynical" was grieving not getting a job. His steward Mr. "Keen as Mustard" tried to make the case to management, Mr. Hemo Roids, and Mr. "Not Another one" - that racism played a role.

Mohar and Bebe: tried (unsuccessfully due to technical difficulties) to show a film clip of a selection committee's discriminatory practices. Back-up plan description of the clip was followed by 2 groups whose task was to discuss: a) the impact of the racial identities of the selection committee on the process; b)systemic barriers evident in the clip, using the triangle. A brief, full-group processing followed.

Derek and Valerie: introduced systemic barriers as the focus of the discussion. Referred to the film **All in Favour** which we supposedly had just seen, and divided us into two groups, one to: a) identify systemic barriers evident in the film; b) the other to discuss participant experience with barriers in the workplace. This was followed by a brief full-group processing of groups' insights, with Derek recording and Valerie facilitating. Valerie then began to introduce the next analytical activity using the triangle.

Elements of Effective Facilitation

Since a number of useful suggestions had emerged in response to the facilitator pairs' work, and since energy was still amazingly high, participants were asked to list what they had learned from the afternoon's work, about effective facilitation:

. tasks of each group should be equal - e.g.a group asked to share experiences of discrimination needed more processing time to further identify types of barriers, than a group asked to identify barriers emerging from a film

. balance of facilitation is helped by:
- comfort and ease of facilitators
- common goals - common knowledge - common design
- shared workload
- complementary roles
- open communication

. ease people into roleplays - do group work first - be clear on instructions - ensure that people understand the purpose of the exercise before giving instructions

. divide people up in a planned way - volunteers do not work for roleplay

. have a back-up plan - in anticipation of technical difficulties

. have a good T.V.

. have handouts, props, a.v. ready

. use lots of eye contact with all participants

. use descriptions generated by participants of what was happening, to help them move to an analysis of why it was happening

. roleplaying is very effective - hands on

. humour is essential - e.g. names Rose and Ores used in their roleplay - loosens people up - structure in humour early on in the course

. have a clear structure/design with material to work with

. clarify goals and expectations

. monitor time carefully but not obtrusively

. use the props you make - i.e. if you have written on the flipchart to focus participants, refer to it as you talk

. record insights from the groups on the flipchart

. use these recordings to further the analysis of the group

. get feedback on how we're doing - some way of measuring if you're meeting objectives

. participation of people is helped by: humour, congenial atmosphere: ease between facilitators: small group work: comfortable seating where people can see each other's faces

. use the space you've got

. stay with resistors to control and allow others to work

. lets think of ways to integrate what we create for this course into other union courses - e.g. steward training: grievance hand

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Facilitation, Addressing Resistance, Design   Wednesday

Objectives	**Agenda**
. Finalize objectives for the 1st and 2nd OPSEU sessions	. Hangovers . Small Group refining of objectives
. Assemble drafts of Sessions 1 & 2	. Small group work on design
. Explore common forms of resistance to equity education	. Roleplays
. Develop some strategies for dealing with resistance	
. Develop a checklist for effective design	. Fly on the Ceiling

The Process

Hangovers and the Stewards' reports attested to the group's sense of accomplishment from the previous day. In two groups, participants worked a clear wording of objectives for OPSEU course sessions one and two, respectively. As a large group we refined these. Then, back in the two groups, we worked on designs for these sessions. We returned to these in the evening, making changes and developing new activity ideas a whole group.

In the afternoon, sandwiched between our design work, we anticipated our worst nightmares in facilitating this course. In three groups, we roleplayed these, developing strategies for addressing resistance to equity issues. In a couple of instances, we repeated the roleplay two or three times, with different people assuming the role of the facilitator, to experiment with different strategies. After each skit, we identified the group dynamics, and the strateiges tried by the facilitator.

PARTICIPANTS' DRAFTS FOR THE OPSEU COURSE

Friday Night: 7:00-9:00   TITLE?

Objectives:

1. Create a climate of ease
2. Introduce participants to each other
3. Clarify participant expectations and goals of course
4. Introduce some vocabulary for talking about discrimination
5. Begin to identify our own experiences of discrimination

TIME	ACTIVITIES	RESOURCES
2 min.	1. introduction of facilitator	paper, pens flct paper, markers
5 min.	2. icebreaker/intros Participants interview each other: - name, union/local/positions, discrim. in workplace, or other discussion question	tape
20 min.	3. Report back/or round the group intros, with pairs introducing each other	
22 min.	4. Objectives -Option: - a) (22 min.) participants write down individual hopes/goals for course, and then share with group in a go-round or - b) include discussion of personal course goals in paired interviews, giving more time to the pairs; then included in the go-round introductions, with facilitator posting. - c) combine 2,3,4, above in short, paired discussions of 5 minutes each as we did first night, ending with a go-round, part. introducing selves, and goals for course. In all options, facilitators post participant goals.	
10 min.	Facilitators outline course objectives	Course outline/ materials
15 min.	Distribute the flower to participants a) fill in inner petal b) complete outer petal	flower
15 min.	Facilitators explain the connection between inner petal and outer petal	
30 min.	Discussion: power; different forms of discrimination and the connections	

between them.

Facilitators' Comments on Participant Designs

1. Is 10 minutes enough to outline the course, and to mesh with the expectations participants have put out, particularly if there are 20 participants?
2. Need some specific directions in the course manual to the instructor as to how to direct last 30 minute discussion of flower.
3. Need to specify that the "outer petal" is for dominant, most powerful identities.
4. Objectives (other than creating climate of ease, are suggested ones.
5. Remember, even if introductions take longer than expected, how important it is to creat that climate of ease, in order to offset resistance next day
6. Title for session?

Saturday Morning: (Title?)

Objectives:
1. Define what discrimination is and who is affected
2. Identify contributory factors and forms of discrimination
3. Analyse employment practices in our workplaces, and their effects

TIME	ACTIVITIES	RESOURCES
15 min.	hangovers/review of last night and discussion of outer petal of flower	flower, flct paper etc.
60 min.	Discrimination in society/workplace Power structures 2 groups (or 4 if there are more people) "When I see, hear, feel these things in society or the workplace, I know that discrimination is happening......" (20 min in small groups with groups recording discussions on flipchart Large group discussion of small group work.	task sheet
15 min.	Break	
45 min.	Introduce triangle model: a) draw three points and explain them (without drawing lines) b) get participants to call in their comments from see, hear and feel, to appropriate one of the 3 points. c) connect 3 points with lines, and lead discussion on how the three points are connected and distinct.	triangle model

2 min.	show filmclips 6, 7 from Majority Retreat. (Tien and Quan)	filmclips VCR - "POWER"
43 min.	Option: a) large group, discuss barriers in clips; similarities to own workplaces; place on triangle for further analysis or b) paired discussions, talking about own workplaces, and analysing in terms of triangle..... then large group call in and summarizing of points. (Reminder to facilitator to set up room with 3 or 4 round tables for participants to work)	
LUNCH		

Facilitator Comments on Participants' Designs

1. May need more than 15 min. for hangovers, if you use an energizer and if review of the flower discussion is a fruitful one.
2. Depending on size of group, you might steal 15 min. from triangle to use for discussion of clips at the end.
3. Title for session?

Saturday Afternoon 1:30-4:30 TITLE FOR SESSION?

Objectives:
1. Identify and analyse employers'current practices with regard to systemic barriers in the workplace
2. Develop union strategies to achieve employment equity

TIME	**ACTIVITIES**	**RESOURCES**
10 min.	energizer Hanovers from morning	
5 min.	Intro to CUSO video - break into discussion groups - indicate they will watch film, and will be asked to discuss with specific focus in small groups - remind groups to choose a reporter and to record their comments on flipchart paper	All in Favour VHS equipment, FT technician
30 min.	show film	
30 min.	Small group discussion to: "Discuss structural/systemic barriers evident in the film, and use the	Task handout flipcharts

	triangle model to analyse. Report back on the structural point of your triangle."	
15 min.	Break	refreshments coffeerum, tea sherry, juice
30 min.	Reports from groups. Facilitator helps group post extra comments on triangle	
60 min.	Strategies a) divide into 2 (depending on size of class) groups. Give 10 minutes to find words which are clues to union strategies to promote employment equity. b) after 10 minutes, ask each group to call in the words they have found. (5 min.) Give an additional 10 min. to: - select 3 of the words they have found and discuss how these could be used as union strategies to promote employment equity c) Take the remaining 25 minutes for brief reports from the groups. Facilitator posts comments.	Hidden Word Puzzles

Facilitators' Comments on Participants' Design

1. If you're showing a film after lunch, an energizer is crucial
2. You may want to encourage people to identify structural barriers in their own workplaces, that they are beginning to think about as a result of seeing the film. These can be posted on the triangle in small group discussion.
3. Don't overwork the triangle. If they've spent time on it in the morning, it may be enough for them to list the structural barriers, with the large group discussion pulling them together in one cosmic triangle.

Assumptions about participants from Group 2:

- union members coming from the three groups (CAAT - 20%; OPS - 60%; OLRA-20%)
- mostly white
- have attended other courses in the regions
- stewards, activists, officers

TASK SHEET 3: ADDRESSING RESISTANCE

In your small group, share experiences, or fears of the kinds of resistance that can arise in teaching an equity course.

Prepare a group skit of no more than 5 minutes which illustrates:

a) common forms of resistance

b) effective ways of addressing resistance

Group 1:

Resistance/What was happening

- denial by white worker of discrimination
- claim of reverse discrimination
- Black worker claims discrimination by Indian supervisor, as an indirect insult to South Asian facilitator
- anger
- participants ignore white co-facilitator
- participants target South Asian facilitator
- momentum - one form of resistance leads to another
- alot of pain being expressed as resistance

Strategies:

- acknowledge and show you hear what person is saying. "Good point...."
- stay calm
- return to goals and say where program will deal with this issue
- open up to other participants' comments (caution - only if you're sure they will challenge resistor)
- co-facilitator takes equal and active role - strong presence of both
- clear on own epxerience of discrimination - clear on own stakes
- resist taking comments personally - give people some benefit of doubt
- communicate confidence in the design meeting people's needs

Group 2: 1st try

Group dynamics

- Black workers challenge credibility of white facilitator to teach course

- one person dominating
- silent treatment
- Black woman challenging white male facilitator's credibility
- distrust of white people by participants of colour
- aggrieved sister playing out union politics - "red herrings"
- participants feel facilitator's efforts to keep to goals and program is delaying and avoiding
- white woman challenging Black man
- no visible support for facilitator
- walkout by 4 participants of colour - powerplay

Strategies:

- kept cool
- clear on his experience
- ask people to write down questions
- deferring questions
- kept to heckler's (Mohar) comments - asked other commenter (who was supporting facilitator) to wait

2nd try

Group Dynamics

- worker of colour claiming there is no discrimination
- another Black worker accusing the the above of being management
- worker punches facilitator as he walks out

Strategies:

- co-facilitator moves physically over to worker to encourage her talking
- proposes changing agenda
- refer to objectives
- stay calm
- humour

3rd try

Group Dynamics
all of the above and more

Strategies:
- record comments
- let the riot run out of gas - keep relaxed
- recording focussed people despite themselves

- Friday night - establish yourself as a person - make connections which you can refer to during this session
- body language - move into the group; touch if you can avoid being killed; communicate concern for each person; open gestures; humour; open face and smile; keep calm
- help people clarify and distinguish between the different points they are really making
- active listening
- validate

Group 3

Group dyamics

- same awful behaviour
- 1 participant actually cooperating

Strategies

- not overtly recognizing support - treating everyone evenly; avoided overt alliances with supporter
- humour in introduction with himself - Miller: low and high
- not flapped - watching; enjoying; running with it; sure of himself, why he's there, and what he's doing
- used flipchart
- body language - leaning, relaxed, using the space
- unapologetic about what the course is and is not - e.g. not collective bargaining
- waiting it out
- has materials ready - disarms excuses
- peer pressure

– INSTRUCTIONS/TOOLS
– (DIVIDE GRP.)
– SUMMARIZE
LINE
2. DESIGN/IMPLEMENTATION

The Role of the Union in Challenging Discrimination
Thursday Session

Objectives

- model activities which identify actions to challenge employer discrimination
- review activities for their application to OPSEU course
- draft objectives/design for 3rd OPSEU session
- make the course planning process visible to participants
- review draft outline, and identify steps required to complete
- evaluate this Educating for A Change course

Agenda

- Hangovers
- Brainstorming
- Barriers Questionaire
- Mock Management/Union EE meeting
- Fly on the Ceiling
- Assembly & Production
- Methodological march
- Small groups
- Evaluation

The Process

On this final day, we combined both the Thursday and Friday session and worked late into the evening. Hangovers was followed by an extensive Process Stewards' report. (These reports had become increasingly sophisticated over the week in terms of their observations on process and participation.)

Participants, then, were divided into two groups, one group to list the features of employment equity which build management control: the other group to list features of emplyment equity which build the union. After a rich discussion of both the differences and similarities in these two lists, participants- in four groups - answered a page for each group, of a questionaire on "Workplace Barriers". In the large group, people called in responses.

The final activity in the morning was a mock management/labour committee meeting on employment equity. Participants were divided into a union group, and a management group, each with a profile. They were given half an hour to examine their written resources (OPSEU Policy on E.E.: Human Resource Secretariat Policy Statement) and to prepare for a workplace meeting in which Employment Equity was the main agenda item. The meeting was staged for twenty minutes, and we spent considerable time debriefing it. The Fly on the Ceiling encouraged reflection on the suitability of the morning's activities to the OPSEU course.

In the afternoon, participants, in two groups, drafted objectives for the final session of their course, and in the large group revised the design. In the evening, participants discussed in pairs, what was needed to finish the course: what the completed manual should include: and what should be done to get it taught in the union.

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Task Sheets/Activities/Participant Knowledge

UNION/MANAGEMENT BENEFITS FROM EMPLOYMENT EQUITY

From your perspective - as either union, or management - list the features of Employment Equity which benefit you.

Group 1: Management Building

1. Selectively advertise secondments and developmental assignments - how? use of tokenism

2. Failure to consult union

3. Minorities on contract in low-paid jobs and low level jobs

4. Resistance by union members to E.E.

5. Use of society norms and biases to support your approaches

6. Absence of E.E. legislation: C.E.C.B.A.

7. Members allowing themselves to be co-opted

8. Unions supporting management

9. union does not actively bargain for E.E. in contracts

10. Lack of resources by union to fight management - ie. funding, people, time, data

11. lack of member awareness, apathy

12. non-participation by members at union meetings

13. members' fear

14. some employers (managment) willing to discuss the concept of E.E.

Group 2: Union Building

1. Education

2. Leadership Role
a) fundraising
b) political structure
c) administrative
d) accountability
e) constitutional changes
f) restructuring

3. Put into practice E.E. within the union, and in the community

52.

4. Networking - locally, regionally, centrally
a) with other unions
b) with media
c) with community groups
d) with all levels of governmenet

5. Communications

Additions from Large Group:
6. Use avenues of redress effectively - e.g. grievances

7. Collective Bargaining

8. Push for legislative change
a) employment equity legislation
b) changes to C.E.C.B.A.

EXERCISE #23

EXAMINING BARRIERS TO WOMEN AND MINORITIES IN OUR WORKPLACES AND UNIONS

The following are a few of the problems which women and minorities face when trying to get, keep and move in a job. You may not know the answers to all these questions BUT IT IS IMPORTANT TO DISCOVER WHAT YOU DON'T KNOW AS WELL AS WHAT YOU DO KNOW, so that you can begin to find out:

i) how management maintains and increases control over workers;

ii) what actions of management discriminate, in particular against women and minorities;

iii) how the practices of our unions can reinforce, or can challenge the discriminatory actions of management

INSTRUCTIONS FOR THE EXERCISE

1. Take a few minutes to individually mark the answers for your own workplace.
2. Pull together the scores for your whole group — for example, 3 people in the group may not know the answer to question 3, or 5 people may know that #2 often happens in their place of work.
3. Identify the forms of discrimination which group members say happen most often.
4. Identify the forms of discrimination about which group members know the least — i.e. the questions where the most "I don't know's" have been marked.
5. Prepare to report to the other groups on your findings.

Source: CLC Steward Training
Instructor Manual, Feb. 1986.

QUESTIONS TO CONSIDER — GROUP 1

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
Recruitment and Selection				
1. Are new jobs advertised by word of mouth and through the normal channels, rather than through active recruitment of women and minorities?	✓			
2. Are minorities and women ever told the job has been taken when they apply, when in fact, the job is still available?				✓
3. Are all job requirements really necessary to do the job, e.g. displays of physical strength for women, "Canadian experience" for immigrants?		✓		
4. Are personal questions asked of women and minorities which are not asked of dominant group male workers, e.g. family and marital status for women, country of origin for workers of colour or who speak with an accent?	✓			
5. Are entry points to new jobs only understood by a few people, e.g. through part-time work?	✓			
Promotion and Transfers				
6. Are women and/or minority workers concentrated in jobs where there are few or no posting rights to job vacancies traditionally held by dominant group men?	✓			
7. Are women and/or minority workers in jobs where there are few seniority rights?	✓			
8. Is there no transfer process from lower paying to higher paying jobs?		✓	✓	
9. Are tests applied to women and/or minorities applying for promotion or transfer, which are not applied to dominant group men?	✓			✓
10. Are women and/or minorities actively discouraged in any way from applying for higher paying, or more challenging jobs?	✓			

QUESTIONS TO CONSIDER — GROUP 2

Job Classification and Pay

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
11. Are there "job ghettos" in your workplace — concentrations of women in some jobs, particular minority groups in some jobs, dominant group men in some jobs?	✓	✓		
12. Are there more dominant group men in higher classification jobs than there are minority and women workers?	✓			
13. Are there more women and minority workers in part-time work than there are dominant group male workers?	✓			
14. Are there more job titles in work classifications where there are more men than women?	✓	✓		✓
15. Are job classifications changed downwards when women and/or minority workers are hired in jobs which were done by dominant group men before?	✓			
16. Is there an increase in contracting out in jobs where there are more women and/or minority workers?				✓
17. Do part-time workers have little or no protection under the collective agreement?	✓			
18. Are the weighting of "male" skills higher than for "female" skills such as caregiving, interaction with the public, etc.?	✓	✓		
19. Are entry level pay rates lower for office than for plant; for "women's jobs" than for "men's jobs"?		✓		
20. Are women and/or minorities given less opportunity to earn bonuses or overtime than dominant group male workers?	✓			✓

very often

QUESTIONS TO CONSIDER — GROUP 3

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
Working Conditions				
21. Has there been a greater decline in women and minority workers through cutbacks and layoffs, than of male dominant group workers?	✓			
22. Are wages, benefits, and sick leave less (proportionately) for part-time workers, than for full-time workers?	✓			
23. Do women lose benefits or seniority when on maternity leave or family/sick leave?	✓			
24. Are women afforded less sick leave, vacation and other benefits than male workers?			✓	
25. Are minority workers more frequently on less desirable shifts than dominant group workers?		✓		
26. Is English as a second-language training unavailable for workers who need it?		✓		
27. Are women unable to refuse work on VDTs if they are pregnant?		✓		
28. Are there incidents of sexual or racial harassment in your workplace?		✓		
29. Are there inadequate washroom and change facilities which contribute to tensions between workers?				✓
Training				
30. Are more women and/or minorities losing jobs or being negatively reclassified because of tech change than dominant group male workers?	✓			
31. Are fewer women and/or minorities in employer-sponsored training, such as apprenticeship, than dominant group male workers?	✓			
32. Are supports such as daycare allowances denied women who need or want training?	✓			
33. Are there proportionately fewer women than men; minorities than dominant group workers, in upgrading courses?				✓
34. Is training and/or retraining unavailable to part-time workers?	✓			

Who's Courses
management,
union

QUESTIONS TO CONSIDER — GROUP 4

In the Union

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
35. Do women or minority workers go unsupported when they report sexual and/or racial harassment?	✓			
36. Do any of the following occur in your workplace: sexist jokes, ethnic/racial jokes, name-calling, racist/sexist grafitti, pin-ups, demeaning comments about women or minorities?	✓			
37. Are meetings held at times when women or minority workers, in particular, find it hard to attend?	✓			
38. Is translation unavailable for workers in their dealings with management and the union?	✓			
39. Is childcare unavailable for women who want to attend meetings?		✓		
40. Are part-time workers expected to pay the same union dues as full-time workers?			✓	
41. Are union courses less well-attended by women and/or minority workers than dominant group, male unionists?	✓			
42. Are lower-paid workers unrepresented on union committees?	✓			
43. Are there less women and/or minorities in proportion to their numbers, on committees, in elected positions; involved in negotiations?	✓			
44. Are women and/or minority workers discouraged from running for positions on committees and the executive of the local?		✓		
45. Are discussions of racism and/or sexism taboo — considered divisive to the union?	✓	✓		

pro-rated.

SCORING

This is something you can do for yourself, or it could be an exercise you could try with your own local. The point is to look as thoroughly and systematicallly as you can at your whole workplace for discrimination.

There are 45 questions in this questionnaire. You have done a few of them in your group. Answer all the questions, and then rate your workplace.

		OFTEN		SOME-TIMES	NEVER	DON'T KNOW
1.	A real problem — lots of racism and/or sexism here. But you can see it, so you can do something about it.	30-45	or	30-45	0-10	
2.	Fairly serious problems. Some of them may be below the surface. You probably need to do a bit of research.	20-30	or	20-30	15-25	
3.	A moderately discriminatory work-place. Many of these practices may be unintentional but they still have the same discriminatory effect on women and minorities.	10-20	or	10-20	25-35	
4.	A model workplace! Are you sure? Perhaps you'd better do this questionnaire again!?	0-10	or	0-10	35-55	
5.	Never mind. Maybe you never thought about these questions before, or had the chance to discuss them. There's nothing wrong with not knowing, as long as you try to find out.					10-45

Note: "Sometimes" is counted as equally significant to "Often" because if it sometimes happens, it could often happen. "Sometimes" is often just the cases you know about — if you see what we mean?

You might want to take this exercise back to your local for different perspectives from other stewards and officers.

MEETING OF WORKPLACE LABOUR/ MANAGEMENT COMMITTEE

MANAGEMENT PROFILE

You are a reasonably progressive management team with some agreement that employment equity in your workplace is desireable. While the government has not yet tabled employment equity legislation, it is requiring every government department to compile data on the composition of its workforce and to report on hiring of the five target groups: Francophones, women, disabled, Native People, and Visible Minorities.

You are feeling some pressure to do something and to be able to report on some measure of progress on hirings and promotions.

One avenue is to give higher priority (in new hirings, promotions and training) to membership in one of the target groups than to seniority, all other things being equal. Another is to try to increase the entry level positions available .

You are preparing for a meeting of the workplace labour/management committee at which employment equity will be discussed. You are worried that the union will put up roadblocks to any proposal which threatens seniority or which hints at job evaluation.

You want to come out of this meeting with:
a) the union's cooperation if not their active support in developing an employment equity program in the deparment;
b) clarity on the next steps in developing such a program.

MEETING OF WORKPLACE LABOUR/MANAGEMENT COMMITTEE

UNION PROFILE

Your union has been discussing employment equity for some time, and has even developed a course on the subject for members. Your team has some commitment to an employment equity program which benefits all members. You know that management is under some pressure from the government to appear to be increasing target group members in their workforce. However, your management's belated efforts to begin such a program in your department, have been awkward and sporadic, and have increased member fears that employment equity is a form of "reverse discrimination."

You are preparing for a meeting of the labour/management committee to discuss employment equity in your workplace.
You fear that management's approach will undermine seniority provisions in the collective agreement, and that they will propose new performance evaluation systems which will lower job classifications in order to create more entry level positions.

You want to come out of this meeting with:
a) some guarantees that an employment equity program will not undermine the existing collective agreement;
b) assurance that there will be no downgrading of job classifications;
c) some commitment from management that they will pursue an employment equity program which is fair and which benefits existing members of the union.

Debriefing of the meeting

Management maintained control through

- setting agenda
- controlling time, duration of meeting
- witholding information from union on the brevity of meeting
- urging the next meeting on Feb. 3, date of Union convention
- keeping cool, polite, reasonable
- union looked quarrelsome
- limited the surfacing of real differences/differing interests
- maintaining a cooperative stance
- union didn't always appear to be listening
- good cop/bad cop
- patronizing "my friend"
- deflected union's initial friendly gestures "How was your trip?
- management looked good - one woman/one man: union - 2 men. (We're not sure what racial/ethnic backgrounds characters were assuming)
- reinterpreted union demand for timetables to mean date for next meeting
- union could have amended the agenda

Union gains:

- were more prepared than managment - aware of gov't policy and their own
- able to hand their agenda over: managment "didn't know" theirs yet (We also discussed whether this gave management more control of the agenda)
- got commitments from management to:
  - freeze hirings/promotions etc. until discussion of next meeting
  - formation of committee, with union choosing own reps
  - next meeting date

Management and Union agreed on:

- need for a joint committee
- existence of discrimination
- need for remedies

Management and Union Differences which surfaced:

- control of the process

Fly on the Ceiling:

- roleplaying was effective - linked to the previous 2 activities
- become aware of the difficulties for some trade unionists to switch to a management hat
- some level of discomfort in not playing a part in the roleplay, but it was useful to have observers who picked up on different dynamics
- could have left numbers of reps to roleplay up to the teams
- union could have had a resource - staff rep or consultant
- good lead
- questionaire would be a good lead in to the third session as a followup to the word-puzzle from session 2
- roleplay useful in observing management control tactics
- facilitator might want to identify participants beforehand who have ERC experience
- roleplay an integrating agent into other workshops on E.E.

Design of Session 3 of OPSEU Course

Participants, in two groups, drafted objectives; refined them as a whole group; designed activities in 2 groups; and refined session as whole group.

Objectives:

1. Review systemic barriers to employment equity in the workplace
2. Examine union and management approaches to employment equity
3. Develop and demonstrate practical strategies to achieve employment equity in the workplace
4. Evaluate the course and identify future action.

Outline

TIME	ACTIVITIES	RESOURCES
9:00-9:10	Hangovers	
9:10-9:15	Introduce questionaire activity	Barriers Quest.
9:15-9:25	Groups of 2 or 3 to respond to 1 page of questionaire	pens, markers
9:25-9:45	Feedback from each group, posted by facilitator.	tape,flipchart
9:45-10:20	Management/Union EE Divide participants into 2 groups a) What management doing about EE and its use to benefit them? b) What union is doing about E.E. and its use to benefit them	question handout flipcharts, tape markers

	c) report back. Discussion should connect to questionaire.	
10:20-10:30	Break	
10:30-10:35	Introduce roleplay exercise. Divide into 2 groups: management and union. Each group select at least 3 members to be on ERC . Handout out management and union profiles. (Facilitator may have to adapt to particular participants.	Profiles
10:35-11:05	Small groups prepare strategies for roleplayed meeting.	
11:05-11:20	Roleplay ERC meeting	
11:20-11:45	Large Group debriefing on strengths and weaknesses of union and management strategies. Handouts:	Example of ERC minutes Facing Man. handout
11:45-12:05	Distribute evaluation sheet Each person asked to provide his/her own oral evaluation of course as well as written.	Eval. Sheet
12:05-12:10	Paired discussion of future action as a result of the course	Handout quest.
12:10-12:25	Each pair calls in action ideas. Action plans and written evaluation handed into facilitators	
12:25-12:30	Wrapup/closure.	

TASK SHEET 4: COVERED GROUND AND NEXT STEPS

With your partner:

1. Identify the work you feel is required to complete the OPSEU course on employment equity.

2. Identify any followup, training, or discussion which you feel is necessary to this course.

3. Identify one thing you plan to do as a result of this course.

You have 20 minutes for your discussion.

Final manual should include:

- tools
- resource list
- equipment needed
- examples of probing questions
- steps to follow in facilitating the model
- lists of resource people; list of resources, films, etc.;
- evaluation sheet for participants
- readings for participants on ERC strategies
- roleplay scenarios and instructions for running
- blank flower
- video tapes
- find-a-word puzzle (created by participants at this course)
- barriers questionaire
- Facing Management tips and tools
- fly on ceiling sheets
- goals of course and objectives of each session
- booklet on employment equity as a reading.

Plan of action for the course

1. Complete draft copy of the manual (by end of February)
2. Review and testing:
   a) copies sent to this group for comments and revisions;
   b) pilot testing in 1 or 2 places if possible.
3. Dry-run followup training for this group at which pilot testers would report. Residential, two full days with opening evening. Facilitated. Fold in people people who couldn't come this week. (March)
4. Additional facilitator training. Emphasis on dealing with other forms of resistance, including intellectual bigots
5. Updated material and communication about it (ongoing)

Our Action Plans:

- use of Facing Management tips to deal with management
- apply roleplay to ERC in two weeks
- get E.E. committee: education in local
- integrate these issues into stewards and other courses
- Work with EBM to push for employment equity
- teach this course in the region
- push the issue in communications department
- teach this course: push management in his workplace to offer it
- all the followup: continue to promote the issue in the union.

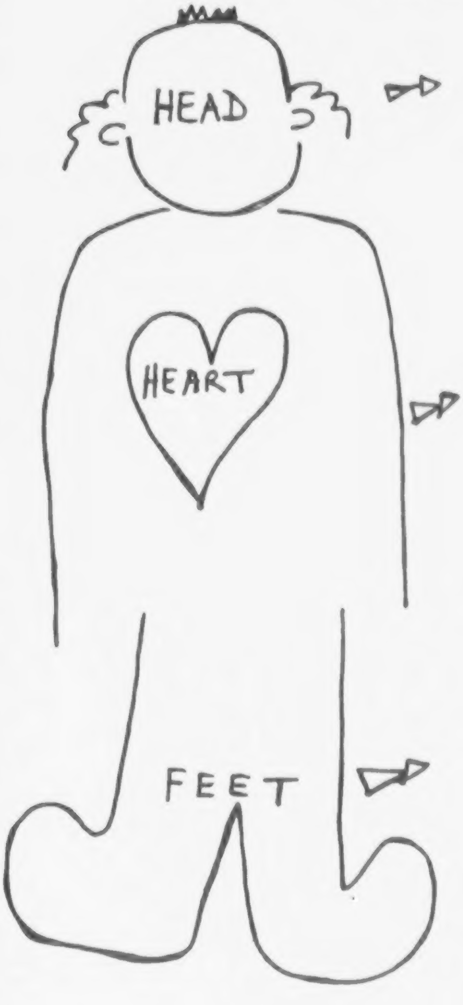
Educating for a Change

Course Evaluation

Date:

This form has two purposes. We hope it will help you reflect on your own learning during the course. We know it will help us improve our work. To make the evaluation as useful as possible to us, it helps if you can be specific and personal. (i.e. using 'I' instead of 'we' etc.)

Part one: What did you learn from this course?



a) New knowledge gained from the course

b) New understandings, feelings you leave with

c) New skills - things you can use in your work

Part two: Your Assessment of the Course

1. What parts of the course did you find most useful? Why?

2. What parts did you find least useful? What ideas could you suggest for improvement?

3. Would you recommend this course be offered again? YES ☐ NO ☐
If so, to whom? If not, why not?

4. What follow-up training do you need?

Many thanks for taking the time to fill this out!!

EVALUATION AND FOLLOWUP

As the above section indicates, participants had identified a number of actions necessary to finalize the OPSEU course on Employment Equity, and to fully equip instructors to use it. By mid- April a draft of the new version of the OPSEU Employment Equity course was ready, including some new materials such as the Employment Equity Word Puzzle which participants had developed during the five days. In preparation for a followup facilitator training program, the revised draft course was mailed to all participants of the course and a few other instructors who,it was anticipated, might likely be teaching it. On April 28-30, 1989, the two Doris Marshall Institute facilitators, conducted this followup program in which the revised course was critiqued, and during which participants practised facilitating the most difficult pieces. Further revisions were made to the OPSEU course at this time, based on the two days of work. This final draft of the course is included in the next section of this document.

Since May 1989, the OPSEU weekend school on Employment Equity has been run three times, involving six of the participants trained in both the January and April programs. Response to the course, and to the skills of the OPSEU facilitators has been positive.

However, just as important for OPSEU, the "Educating for a Change" course became a model for developing new courses for OPSEU members, and for training instructors to teach them. In April, OPSEU approached DMI to work with their instructors, using a similar model, to develop a course in "privatization."
Further, participants have been using strengthened planning and facilitation skills in the other OPSEU courses that they teach, and in arguing for measures to increase equity for all workers in their places of work.

B/ THE PRODUCT

OPSEU'S COURSE ON EMPLOYMENT EQUITY

BEST COPY AVAILABLE

1

EMPLOYMENT EQUITY

ENDING DISCRIMINATION IN THE WORKPLACE

Manual for Facilitators

Weekend Course

Ontario Public Service Employees Union

April 1989

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NOTE TO COURSE FACILITATORS

This course is the result of a cooperative project. It was created by a group of OPSEU members, staff members, and facilitators who brought to it their rich and varied union, community, and personal experience.

The basic program models and training which resulted in this course were developed by Barb Thomas and Fran Endicott, of the Doris Marshall Institute for Education and Action. OPSEU members and staff helped to rework the material, and wrote new materials to meet OPSEU's needs. We have tried to organize the manual to make your job as easy and enjoyable as possible.

The course is divided into 4 sessions labelled with Roman numerals (Session I. Friday evening). These are divided into specific activities, set apart by capital letters (A. Introduction). For each activity, guidelines follow the same order: time, materials, process. Where there is a series of steps to the process, we have numbered them (1. Hand out task sheet). In some cases, these are further subdivided with lower-case letters.

You will also find the following, after the sessions to which they belong:

- Task Sheets (for participants)
- Background Notes (for facilitators)
- Other background and activity materials, titled (for participants and/or facilitators)

We have adopted the terms "facilitator" and "participant" instead of the more frequently used "teacher" and "student". We view learning/teaching as part of the same process, geared toward action. Avoiding the teacher-student model makes it easier to throw off the old education hierarchy that often makes it hard for anyone to learn anything.

This manual is meant to be flexible, adaptable, changeable. We expect you and the participants, to keep it alive, by making it your own.

For making this course possible, we want to thank: Mohar Budhram, Fran Endicott, Beverley Johnson, Rose Lees, Derek Miller, Paul Misir, Mike Rowett, Mary Rowles, Al Stead, Barb Thomas, Ores Ting, Virgery Vanier, Tom Watson, Tom Wood, and Marilyn Youden.

Valerie Alia and
Bebe Ahad
April 1989

COURSE OBJECTIVES

Goals:

1. To identify and analyse discrimination/racism in society.
2. To identify and analyse discrimination in employment systems in our workplaces.
3. To compare management and union approaches to employment equity.
4. To identify and practise some collective strategies which help union members gain control of employment equity planning, and the processes involved in redressing individual cases.

Method: The course first identifies patterns of discrimination in society, and moves toward identifying discrimination in the workplace. Finally, it addresses strategies and tactics for combatting discrimination.

NOTE: Attendance at all sessions is mandatory for all OPSEU courses.

COURSE OUTLINE

SESSION I. FRIDAY EVENING, 7:00 - 9:00 P.M.
INTRODUCTION TO COURSE

A. ICEBREAKER

B. OUTLINING THE COURSE

C. FLOWER MODEL. CULTURAL AND SOCIAL IDENTITIES; WHO RUNS OUR SOCIETY?

SESSION II. SATURDAY MORNING, 9:00 - 12:00 NOON
WHAT, WHERE AND WHY DISCRIMINATION HAPPENS

A. HANGOVERS (REVIEW)

B. "WHEN I SEE, HEAR, AND FEEL THESE THINGS IN SOCIETY, I KNOW THAT DISCRIMINATION IS HAPPENING"

C. TRIANGLE MODEL. SYSTEMIC/STRUCTURAL, IDEOLOGICAL AND PERSONAL ASPECTS OF RACISM

D. FILM CLIPS ON WORKPLACE BARRIERS

SESSION III. SATURDAY AFTERNOON, 1:30 - 4:30 P.M.
EMPLOYMENT EQUITY IN THE WORKPLACE: SYSTEMIC BARRIERS AND WAYS TO DEAL WITH THEM

A. AFTER-LUNCH ENERGIZER AND HANGOVERS

B. FILM: ALL IN FAVOUR (CUPE VIDEO)

C. STRATEGIES FOR BREAKING DOWN SYSTEMIC/STRUCTURAL BARRIERS TO EMPLOYMENT EQUITY

*Days and specific time-frames are intended as guidelines. The course should be taught in sequence, but sessions can be moved forward or back, depending on regional and local conditions (e.g., participants that can not attend a Friday evening session because of late work schedules or long travelling distances).

SATURDAY EVENING. OPTIONAL ACTIVITIES (SUGGESTIONS ARE INCLUDED)

SESSION IV. SUNDAY MORNING, 9:00 - 12:00 NOON
THE FINAL SESSION: EMPLOYMENT EQUITY -- GETTING THERE

A. HANGOVERS

B. BARRIERS QUESTIONNAIRE

C. EMPLOYMENT EQUITY; MANAGEMENT AND UNION GOALS AND PERSPECTIVES

D. ERC ROLEPLAY

E. EVALUATION OF THE COURSE

F. ACTION PLANNING

G. WRAPUP/CLOSURE

COURSE MATERIALS

Note: Specific requirements for each activity are listed throughout the course manual. Use this page as a checklist to prepare for the course.

Flipcharts	5
Flipchart paper	5 pads
Markers	5 sets, different colours
Masking Tape	2 rolls
Paper	
Pens	
3-hole punch	
stapler	
scissors	
3-hole binders	1 for each participant

Films: Majority Retreat, clips 6 and 7 (Australian)

All in Favour (CUPE)

Equipment: VCR equipment

Room setup for viewing: electrical outlet where VCR can be seen by seated participants;

3-4 round tables, or another comfortable arrangement; refreshments

Handouts: **Task Sheets and titled handouts (1 copy for each participant, plus a few extras)**

Task Sheets:

1. Racism in Society and Workplace
2. Discussion of Film Clips
3. Hidden Word Puzzles (2 pages)
4. How Union and Management Use Employment Equity

5. ERC Meeting - Management Profile
6. ERC Meeting - Union Profile
7. Course Evaluation
8. Action Planning Worksheet

Handouts:

Course Outline
Course Objectives
Flower Model
Sample ERC Minutes
Facing Management
Facing Management II (cartoon)

SESSION I. FRIDAY EVENING. 7:00 - 9:00 p.m.

INTRODUCTION TO COURSE

A. Icebreaker

Time: 7:00 - 7:30 p.m. (30 minutes)

Objectives: To create a climate of ease and have participants introduce themselves.

To clarify participants' expectations and course goals.

Materials:
Flipchart
Paper
Pens
Markers (several, in different colours)
Masking tape

Process:

1. (2 minutes)
Facilitators introduce themselves.

2. (5 minutes)
In pairs, participants interview each other: name, union/local positions, experience of discrimination in workplace, etc.

3. (15 minutes)
Report back: round-the-room introductions with pairs introducing each other.

4. Each participant writes down what employment equity means to them. Facilitator asks participants to save this, so that participants can compare their definitions at the beginning and the end of the course.

or

One of the following options:

a. Have participants write down individual hopes/goals for course, then share them with larger group in a go-around.

b. Include discussion of personal and course goals in paired interviews, giving more time to the pairs; then include in the go-around introductions.

c. Combine 2 and 3 in short, paired discussions of 5 minutes each, ending with a go-around, with participants introducing themselves and their goals for the course.

For all of the above activities, facilitators should post participants' goals for course on flipchart.

Note to Facilitators: Remember that even if introductions take longer than expected, it is important to create a climate of ease and cooperation at the start of the course.

B. Outlining the Course

Time: 7:30 - 7:40 (10 minutes)

Objectives: To orient participants to the two-day course and ensure that course will meet needs and desires of participants.

Materials:
Handout: Course Objectives
Handout: Course Outline

Process:

1. Distribute course outline and objectives.
2. Discuss whether course as outlined will accommodate participants' expectations. Decide whether it is possible to make small changes to meet needs or expectations. Identify whether some expectations are out of keeping with the course's intent and have to be set aside.

Note to facilitators: The exercise may require more time; use your judgment about making additional time available. In general, it is important to maintain the overall schedule to avoid leaving important activities undone. Be sure that any adjustments are careful and conscious.

BREAK: 7:40 - 7:55 (15 minutes)
Announce that the next activity will begin promptly in 15 minutes. (An extra 5 minutes have been allowed for the group to reassemble.)

C. Flower Model

Time: 8:00 - 9:00 (60 minutes)

Objectives: To have participants identify where they fit, in relation to the dominant power structure in Canadian society.

To use this information to help analyse discrimination in society.

Materials:
Handout: Flower Model
Flipchart
Markers
Tape
Large board with outline of flower model
(Bigger than a flipchart)

Process:

1. (15 minutes)
   Distribute the flower model handout to participants. Ask participants to fill in the inner petal for their own social identities.

2. (15 minutes)
   Ask participants to fill in the outer petal for dominant/powerful social identities (of those who rule/control Canada).

3. (30 minutes)
   Facilitator leads discussion of power revealed by the flower model, different forms of discrimination, and the connections between them, as follows:

   a. Ask participants to call in the words they used for dominant (outer-petal) categories.

   b. Post the words on flipchart.

   c. Summarize profile of dominant identity, from flipchart entries.

d. Ask participants how many personal identities they had different from those identified as dominant.

e. If necessary, clarify purpose of flower model. Differences aren't necessarily bad - only when they are used to create unequal classes of people, who receive unequal treatment; next session will help identify and clarify the experience of discrimination ("see, hear, feel....")

Note to facilitators: As a guide to help prepare for this activity, please see the Background Notes, which follow. They are meant only as guidelines, or as an aid to keeping the discussion going if it should slow down. Use your own experience and imagination wherever possible!

BREAK FOR NIGHT

Facilitator: Announce that the Saturday morning session will begin promptly at 9:00 a.m. (Coffee to be provided, to help get everyone going.)

BACKGROUND NOTES FOR SESSION I, FRIDAY EVENING: C. FLOWER MODEL

Here are a few points to keep in mind when using the flower model:

- The existence of dominant identities means that there are subordinate identities.
- The existence of dominant identities means that there is something at work in our society that produces dominance/subordination/discrimination.
- There are different words to name different forms of discrimination on this flower model, including:

  racism
  sexism
  ageism
  handicapism
  regionalism,etc.

This activity focuses on how racism works -- what promotes white (male, etc.) people as dominant in our society.

TRY TO ALLOW TIME IN THE DISCUSSION TO INCLUDE LANGUAGE:

a. Ask participants what words they used to describe their race and ethnicity. Words might include:

RACE	ETHNICITY
human	West Indian
black	American
white	East Indian
brown	Asian
yellow	Caribbean
Anglo-Saxon	

b. Explain that these words have to do with:

colour
appearance
background
countries
geography
different cultures
mixed-up categories.

.../2

PAGE 2, BACKGROUND NOTES FOR FLOWER MODEL

c. Talk about race as a social rather than a scientific idea. For example, the Irish were called a race; Jews have been called a race -- these are related to different parts of the flower.

The idea of race has varied in different places and different times. In this century, in North America, the dominant feature of the idea of "race" is colour.

d. Children learn about race (whether we want them to or not), in the following ways:

Age 2:	awareness of differences
Age 3 - 5:	racial identification
Age 5 - 7:	racial preference.

It is the preference stage (age 5 - 6) that we worry about. That means children understand by age 5 that some people are treated better than other people in this society, and they want to be part of the preferred group.

f. Guide a brief discussion of colour as physical and social. Be sure to point out that there are physical differences between people. Noticing differences isn't racist; using them to keep some people on top and other people on bottom is.

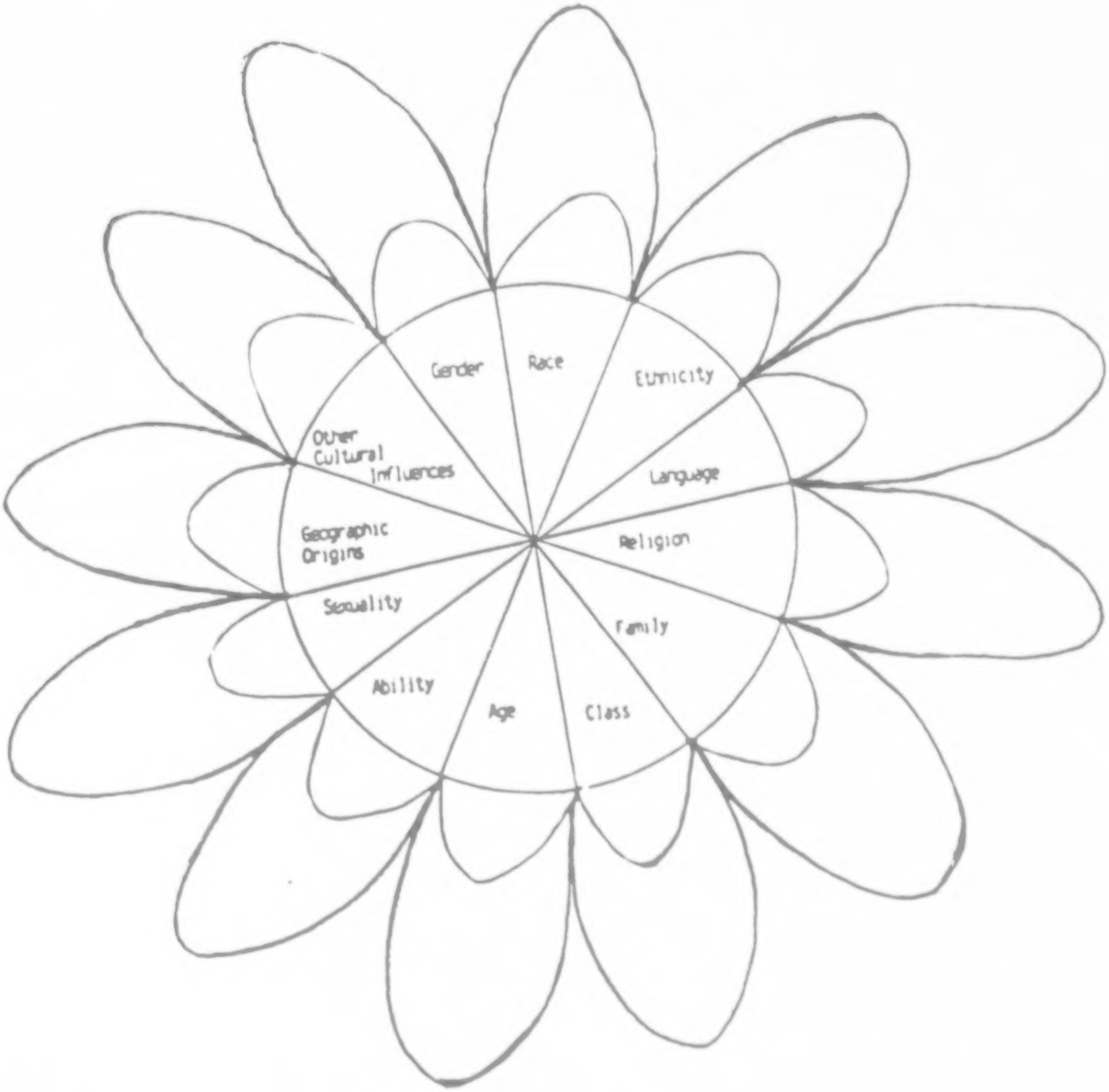
"Social aspects of colour" refers to the social significance attached to the physical differences.

There are basically two avenues to change: pressuring the ruling class into changing, and changing who rules (e.g., increasing the power of employees).

FLOWER MODEL

CULTURAL AND SOCIAL IDENTITIES

(Barb Thomas, Adapted from Enid Lee, Letters to Marcia: A Teacher's Guide to Anti-Racist Education, Cross-Cultural Communication Centre, 1985.


Gender
Race
Ethnicity
Language
Religion
Family
Class
Age
Ability
Sexuality
Geographic Origins
Other Cultural Influences

SESSION II. SATURDAY MORNING. 9:00 a.m. - 12:00 noon (3 hours)

WHAT, WHERE, AND WHY DISCRIMINATION HAPPENS

Objectives: To review Friday night's activities and clarify any outstanding questions.

To define, identify and analyse discrimination.

A. Hangovers

Time: 9:00 - 9:15 (15 minutes)

Materials:
Flower Model
Flipchart
Markers
Tape

Process:

1. Facilitator leads review discussion of Friday night activities, with focus on outer petal of flower model.

Note to facilitators: Use this discussion to lead into the next activity, which deals with power structures. If discussion requires more than 15 minutes, make the necessary adjustments to other activities.

B. "When I see, hear, feel these things in society, I know that discrimination is happening."

Time: 9:15 - 10:15 (60 minutes)

Objectives: To define what discrimination is and who is affected by it.

To identify forms of discrimination, and factors that contribute to it.

To analyse discriminatory practices in our workplaces, and examine their effects on employees.

Materials:
Task Sheet 1. Racism in Society and Workplace
2-4 Flipcharts
Markers
Tape

Process:

1. (5 minutes)
Introduce exercise. Hand out Task Sheet 1.

Ask each participant to record on Task Sheet 1, "When I see, hear, feel these things in society and/or the workplace, I know that discrimination is happening..."

2. (15 minutes)
Divide participants into two groups of four (or four groups, if there are more people).

Ask each group to assign someone to record their findings on flipchart.

Small groups work from individual responses recorded on Task Sheet 1 (step 1).

Discuss findings, and record information on flipchart, to share with large group (step 3).

3. (20 minutes)
Large group reconvenes. Facilitator leads discussion of findings from small group work.

Each group is asked to call in its information, and facilitator posts the responses on flipchart.

Note to Facilitators: This exercise is scheduled with an extra 15 minutes, to allow for flexibility; apply it whenever extra time is needed.

BREAK: 10:15 - 10:30 (15 minutes)

Note to facilitators: See background notes for this activity, "When I See, Hear, and Feel These Things in Society and/or the Workplace, I know that Discrimination is Happening", on next page.

BACKGROUND NOTES FOR SESSION II, SATURDAY MORNING. B. "WHEN I SEE, HEAR, FEEL THESE THINGS..."

Racism/Discrimination in Society and Workplace

One Group's Findings

SOCIETY

"See":

- the "look" between White people on the subway when they watch behaviours of people of colour
- segregation -- lots of Black men playing football, but no black quarterbacks, no black hockey players (sports is only one example of where this happens in society)
- segregation in housing -- different groups of people get on the subway in different areas of the city
- Ben Johnson -- from "great white hero" to "black Jamaican immigrant"
- political structure -- white males as the elected "representatives"
- media -- mostly white broadcasters (and "standard" broadcast speech that aims at having everyone sound white Anglo-Canadian even if they're from a different background)

"Hear":

- the Lawson shooting (of a black youth by a white police officer)
- the words "Paki", "Nigger", "Oreo", "Chink", "skid mark"
- "All you guys look alike"
- Ben Johnson...

.../2

PAGE 2, BACKGROUND NOTES FOR "WHEN I SEE, HEAR AND FEEL..."

"Feel":

- job interviews -- anger, frustration, depression, disappointment, helplessness, silenced powerlessness (of minority people)
- Ben Johnson...
- apartment-hunting
- comments about others -- jokes, racial remarks, slurs based on race, gender, different ability, etc., leading to discomfort, annoyance, inferiority, loss of dignity

WORKPLACE

- imbalance -- for example, one black person and four white people in a workplace
- who communicates for our union, and how
- comments and jokes
- racial slurs
- who gets training and promotions
- performance appraisal process (use of "proper" -- i.e., Anglo-Canadian -- accent as criterion, etc.)
- job competition process
- hiring process
- favouritism
- brown-nosing, towing the line, yes-person behaviours
- insecure jobs -- women and minorities on contract
- fear of challenging discrimination in the workplace and the union
- need to get OLRA people involved
- tokenism

.../3

PAGE 3, BACKGROUND NOTES FOR "WHEN I SEE, HEAR AND FEEL..."

- job application forms
- multi-lingualism seen as a liability instead of an asset
- job ghettos -- females, visible minorities
- layers of barriers -- have to get into the workplace, and then have to get through barriers in the union, too
- management fear of vocal employees -- intimidation of employees into taking submission/passive/silent roles in the workplace and/or the union

PATTERNS: Forms of discrimination found in the society are reflected in the workplace, and vice versa.

MAIN POINT: The real issue is power, and who has it.

Note: Use your imagination and spontaneity in this activity. Watch the TV news and read the newspapers before and during the weekend course. Keep up-to-date. Just as the Ben Johnson case was current at the time of writing this manual, there will be other news events and occurrences in our communities when you're in the educational process.

Try to draw some of your own examples from these kinds of immediate events, which are affecting participants now, at the moment they're dealing with these issues. Education is most relevant when it deals with people's everyday reality and experience.

Encourage participants to read the morning newspaper, turn on the radio or TV news during the weekend, to pick up their own material to bring into the process.

TASK SHEET 1. RACISM IN SOCIETY AND WORKPLACE

A. When I see, hear, and feel these things in society, I know that racism (and/or discrimination) is happening...

B. When I see, hear, and feel these things in the workplace, I know that racism (and/or discrimination) is happening...

(SESSION II. SATURDAY MORNING.)

C. Triangle Model

Time: 10:30 - 11:00 (30 minutes)

Objectives: To introduce the Triangle Model as a method of analysing the connections and differences between systemic/structural, ideological, and personal aspects of racism.

Materials:
Flipchart
Markers
Tape

Process:

1. Facilitator introduces Triangle Model. (See Background Notes, next page.)

   Draw the three points on flipchart, by writing each of the key concepts:

   a. IDEAS
   b. STRUCTURES/SYSTEMS
   c. PERSONAL EXPERIENCE

   Then draw a circle around each of the concepts. Explain them (without drawing in the connecting lines).

2. Ask participants to call in their comments from the "See, hear, feel" activity to the Triangle point appropriate to each.

3. Draw lines connecting the points on the Triangle. Lead a discussion about how the three points are linked to, and distinct from, each other.

Note to facilitators: Background notes for this activity are on the next page.

BACKGROUND NOTES FOR SESSION II, SATURDAY MORNING. C. TRIANGLE MODEL

The completed Triangle Model looks like this:

IDEAS

STRUCTURES
SYSTEMS

PERSONAL
EXPERIENCE

Purpose of the activity:	Facilitator introduces the Triangle Model as a method of analysing connections and differences between systemic/structural, ideological, and personal aspects of racism.

Example shared by one facilitator working with this course:

> Told story of a well-known Black woman with a distinguished career, who was approached by a White woman in a supermarket who offered to hire her as a domestic.
>
> Note the IDEA that Black women do domestic work: IDEAS come from observed social status of Black women who have historically been relegated to such jobs.

The Triangle Model can be used in different ways. Try drawing arrows between each circle on the Triangle.

POWER is located on each of the three points of the Triangle.

Hint: Leave space on the flipchart to post participants' comments from the "See, hear, feel" activity next to the appropriate point on the Triangle. (See example, next page.)

.../2

PAGE 2, BACKGROUND NOTES FOR TRIANGLE MODEL

The Triangle Model tells us that:

- to attack racism/discrimination, we have to address all three features of racism/discrimination
- what exists in the SOCIETY exists in WORKPLACES and other organizations

Method: Use the Triangle Model to do a class analysis. Then talk about the additional components of race, gender, disability.

Talk about who isn't there (in country clubs, restaurants, management positions, etc.)

Talk about the impact of structures/systems, and prevailing ideas, on self-concept and ability to do one's best at a job.

Sample Triangle Model:

Here's an example of how one group's Triangle Model looked on the facilitator's flipchart:

Media images
It's ok to make racist remarks
Black people are likely to be violent
It's reasonable for police to shoot Black people
IDEAS

job ghettos
political structures
hiring process
media -- distortions, information, distribution
discrimination in interviews
segregation in sports
housing
schools

STRUCTURES/ SYSTEMS

PERSONAL EXPERIENCE
pain anger stress
frustration
depression
loss of dignity
death
paternalism domination
intimidation
powerlessness

(SESSION II. SATURDAY MORNING.)

D. FILM CLIPS

Time:	11:00 - 12:00 (60 minutes)
Objectives:	To identify barriers in the workplace. To analyse employment practices in our workplaces, and their effects.
Materials:	Film Clips: Nos. 6 and 7 from Australian film "Majority Retreat" Task Sheet 2: Discussion of film clips VCR Electrical outlet (Be sure room is set up for comfortable viewing and showing of film) Flipcharts (4) Markers Tape

Process:

1. Set up room with 3 or 4 round tables for participants to work.

2. (5 minutes)
   Introduce the film: The film clips deal with selection and promotion in a workplace.

3. (5-10 minutes)
   Show film clips #6 (Tien and Quan) and #7 (Raj and Rachel).

4. (5 minutes)
   Distribute Task Sheet 2* to participants. Discuss briefly.

5. (15-20 minutes)
   Divide participants into 2 - 4 groups, depending on size of the whole group. Each group gets a flipchart and markers.

   Remind participants that each group should select someone to record the group's findings.

   a. Assign film clip #6 to 1 or 2 of the small groups.

b. Assign film clip #7 to the remaining 1 or 2 small groups.

c. Ask the groups to discuss the film clips, with reference to the Triangle Model.

6. (20 minutes)

a. Everyone meets back in the large group. Small groups call in their responses, and facilitator posts them on appropriate points of the Triangle Model, on flipchart.

Steer some of the discussion toward how the film clips show systemic/structural discrimination in the workplace.

b. Discuss how the barriers shown in the film clips parallel those experienced in participants' own workplaces.

or

c. Divide participants into pairs (perhaps just who they're sitting next to) and ask them to talk about their own workplaces. Suggest that they focus on how the barriers shown in the film clips parallel what they have experienced in their workplaces.

LUNCH BREAK: 12:00 noon - 1:30 p.m.

Note to facilitators: Announce that the next session will start promptly at 1:30.

For additional background on issues brought out in this activity, see "Readings on Immigration, Racism and Equity," included with this manual.

TASK SHEET 2. DISCUSSION OF FILM CLIPS

For the film clip your group has been assigned:

A. Identify which workplace barriers are evident from the film clip. Use the triangle tool to analyse these barriers.

B. Comment on which of these barriers exist in your own workplaces. Are there other barriers you have observed, which you can add to the list?

C. What is the impact of racism and sexism on the union's effectiveness? At the local level? At the provincial level?

D. What can the union do about systemic discrimination in the workplace?

SESSION III. SATURDAY AFTERNOON. 1:30 - 4:30 p.m. (3 hours)

EMPLOYMENT EQUITY IN THE WORKPLACE: SYSTEMIC BARRIERS AND WAYS TO DEAL WITH THEM

Objectives: To identify and analyse systemic barriers in the workplace, and the ways employers create, maintain, or affect them.

To start looking at union strategies for achieving employment equity.

A. Energizer and Hangovers

Time: 1:30 - 1:40 (10 minutes)

Objectives: Get back into a work frame of mind after the lunch break.

Move around enough to wake up (people tend to be sleepy after a big meal).

Review Saturday morning's activities and address any outstanding questions or concerns.

Materials:
Participants' notes from Session II
Flipchart
Markers
Tape
(Ideas for quick stretch/exercise)

Process:

1. (2 - 5 minutes)
   Facilitator or participant(s) lead brief stretch and/or exercise to get people moving and awake.

2. (5 - 8 minutes)
   Share hangovers from the morning session, and clarify how any remaining questions and concerns will be addressed in the coming sessions.

Note to Facilitators: You may want to change the format here, and introduce Barriers Questionnaire, Session IV, B, before you show the film.

B. CUPE video: All in Favour

Time: 1:40 - 3:30 (110 minutes)

Materials:
Video film: All in Favour (from CUPE)
VHS equipment
Electrical outlet
(Comfortable setup in room, for viewing)
Flipcharts
Markers
Tape
Triangle Model (from earlier sessions)

Process:

1. (5 minutes)
   Introduction to film:

   Facilitator should view the film before showing it to participants. Briefly introduce the subject matter.

   Ask participants to take notes as they watch, to facilitate the discussion after the film. Explain that the group will break into small-group units for discussion after the film.

2. (30 minutes)
   Show the film.

3. (30 minutes)
   Divide into groups of 4 - 5 people. Flipchart and markers for each group.

   Each group choose a reporter to take notes, for reporting back to the main group.

   Each group discusses the film, with specific reference to structural/systemic barriers. Refer back to that point on the Triangle Model.

   Reporter takes notes on flipchart, gets a list of points and prepares the report, based on the group's findings.

Note to facilitators: If participants are uncomfortable discussing their own workplaces, tell them it's ok to discuss other workplaces they are familiar with.

4. BREAK: 2:45 - 3:00 (15 minutes)
Have coffee, juice, etc. available.

5. (30 minutes)

Large group reconvenes. Each small group reports its findings.

Facilitator helps post extra comments on Triangle Model. Facilitator may want to ask small groups to tape up their flipchart info on wall (if there's enough wall space). In general, this is one way to show the different groups' work as the course progresses. It allows people to see each other's work.

C. Strategies for Breaking Down Systemic/Structural Barriers to Employment Equity

Time: 3:30 - 4:30 (60 minutes)

Materials:
Task Sheet 3: Hidden Word Puzzles (2)
Pens, Pencils
Flipcharts
Markers
Tape

Process:

1. (10 minutes)
Hand out Hidden Word Puzzle to each participant.

   Ask participants to do the puzzles themselves, to the best of their ability. Explain that the information will be combined, in the next (small-group) activity.

2. (5 minutes)
Divide into 2 - 4 small groups, depending on size of larger group. Be sure one person takes the responsibility of recording information to report back to the main group, at the end of the activity.

   In the small group, each person calls in the words he/she has found. Reporter writes them on flipchart.

3. (10 minutes)
Group selects 3 of the words to focus on. Discusses how these concepts, structures, procedures, or activities can be used as union strategies to promote employment equity.

4. (30 minutes)
The whole group reconvenes, for a discussion of union strategies. Brief reports from each of the small groups.

   Facilitator posts comments from flipcharts (tapes each small group's flipchart pages on the wall, if space allows).

TASK SHEET 3. HIDDEN WORD PUZZLE #1

P	C	N	Y	T	L	J	B	C	K	E	L	L	C	D	O	M	I	P	E	A	U	P
E	C	O	N	V	E	N	T	I	O	N	P	E	E	C	N	A	V	E	I	R	G	R
M	O	N	S	T	I	B	E	R	I	A	J	K	S	T	I	U	B	E	N	R	R	A
P	M	D	N	A	R	E	N	D	S	C	K	L	D	D	A	V	B	Z	I	U	A	C
L	M	I	O	D	A	R	E	A	C	O	U	N	C	I	L	S	F	A	D	O	D	E
O	U	S	I	N	X	Z	S	C	R	W	B	Y	O	P	E	X	Y	Y	B	B	M	R
Y	N	C	T	D	A	L	K	D	J	C	H	F	D	L	M	Q	E	T	J	A	N	E
E	I	R	U	A	L	D	K	J	E	I	O	K	E	I	P	U	Y	I	C	L	T	L
E	T	I	L	X	S	Q	H	L	N	V	U	T	M	P	L	E	Q	R	P	F	D	A
R	Y	M	O	X	V	C	E	I	P	M	F	L	A	I	O	C	X	A	U	O	A	T
E	G	I	S	B	A	D	K	C	M	O	U	A	N	J	Y	V	M	D	I	N	R	I
L	V	N	E	E	C	X	R	F	S	L	M	B	D	O	M	K	D	I	U	O	X	O
A	S	A	R	C	Y	O	O	W	Q	M	U	V	S	K	E	Y	R	L	M	I	P	N
T	Y	T	Q	L	V	T	W	M	C	X	Z	S	E	J	N	W	P	O	C	T	I	S
I	U	I	W	Q	S	D	T	P	T	D	L	P	T	V	T	U	T	S	A	A	W	C
O	L	O	J	K	D	E	E	C	Q	A	Y	O	T	W	E	B	X	V	K	R	S	O
N	O	N	Y	O	Q	J	N	L	N	X	P	E	I	D	Q	A	Q	R	P	E	C	M
S	D	C	G	Z	I	M	M	O	O	D	A	V	N	B	U	G	R	A	V	D	E	M
C	O	L	L	E	C	T	I	V	E	B	A	R	G	A	I	N	I	N	G	E	J	I
O	D	A	W	Z	B	T	K	J	F	J	B	C	Y	N	T	Q	H	P	A	F	N	T
M	C	U	A	E	A	I	W	Q	O	U	A	Y	L	C	Y	B	O	P	S	O	H	T
M	X	S	D	C	X	Z	N	K	U	R	Y	D	I	G	J	L	O	E	X	I	H	E
I	E	E	U	W	C	M	N	N	T	I	V	F	E	N	O	Q	M	P	X	R	F	E
T	S	D	C	Z	A	E	F	J	M	P	T	C	J	M	G	L	O	R	B	A	S	A
T	E	I	I	D	M	O	N	T	I	N	B	E	T	R	Y	S	S	M	Q	T	C	P
E	L	O	C	A	L	E	X	E	C	U	T	I	V	E	M	E	E	T	I	N	G	R
E	F	J	K	L	N	O	I	T	A	L	S	I	G	E	L	Q	W	X	Y	O	B	N

WORDS

AREA COUNCILS
COLLECTIVE BARGAINING
COMMUNITY
CONVENTION
DEMAND SETTING
EDUCATIONALS
EMPLOYEE RELATIONS COMMITTEE
EMPLOYMENT EQUITY
GRIEVANCE
LEGISLATION

LOBBYING
LOCAL EXECUTIVE MEETING
MEDIA
NETWORK
NON-DISCRIMINATION CLAUSE
ONTARIO FEDERATION OF LABOUR
OUTREACH
RACE RELATIONS COMMITTEE
RESOLUTIONS
SOLIDARITY

TASK SHEET 3. HIDDEN WORD PUZZLE #2

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E D D G E E G A U G N A L T C A R T N O C G G C E
T I I G M N S T R E I X T Y A G M N L T S T O E T
M S G I P I O P H A M E C A D N O T C L N P T E T
C T A F F I R M A T I V E A C T I O N N O T E N C
C R O F C B A N I I N G D O T I I O N T I P S I A
M I T N O I T A C U D E F O D R A O B M T I R T N
D C H S G S P T E S M T C V C S P U M K A L E C O
H T E S O E M I N J E L L O B N T O U T R F B O I
R L R E A V Z G A S O C K N T M C L M T T A M D T
M A M Y L E I E V I T R R A A S P V E S S T E E A
B B L O S A N T M L D R T E N I O P B S N T M L M
O O W J P R O S B V U E I E C E O G S G O E D I R
E U L M R S I E A X T T M K V I N G T E M L R T O
G R A V I T T G S V Z O E O E I E N B C E T A O F
T C K A C M I T I E W T T E N I C S G L D C O I N
E O K T I E L L E L S E A S T S I N U A R E B T I
S U T L H T A L A I E S M T U E T C C U R V E P F
N N I V X T O I A D T S C O R I T R T A L I V E O
O C C F E B C E C B A J C U C G I D A P T L I O M
I I P T Q N L E C A R H T A E E C C A T P T T J O
T L E L I Q C R S E H C U S E I Q F J L D I U I D
I T A V L U E P S L U G V L Y D R A W E T S C N E
T E O I S D A R T R M R O A O F T U E L E D E G E
E R A T E D X A T D Q I E L Y I M A L I T C X T R
P E R F F A T S P M Y L P I G M F S B E E T E G F
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WORDS

AFFIRMATIVE ACTION
BOARD OF EDUCATION
CAMPAIGN
CECBA
COALITION
CONTRACT LANGUAGE
DEMONSTRATIONS
DISTRICT LABOUR COUNCIL
EXECUTIVE BOARD MEMBERS
FREEDOM OF INFORMATION
MPPS
MPS
PETITIONS
PICKET
PROVINCIAL WOMEN'S COMMITTEE
PSA
STAFF REP.
STEWARD
STRIKE
STRUCTURE

BREAK FOR DINNER

Note to facilitators: Announce options for Saturday evening (below), and remind participants that the Sunday morning session will begin promptly at 9:00, with a caffeine fix available for those who need it.

SATURDAY EVENING. OPTIONAL ACTIVITIES.

Time: 7:30 - 10:30 p.m. (3 hours)

Objectives: To encourage participants to continue the learning process through the evening.

To continue to foster cohesiveness and camaraderie in the group.

To have a good time.

Materials:
Beer
Soft Drinks
Popcorn, Pretzels, Cheese, etc.
Film(s), Video(s)
or
Guest Speaker(s)
or
Guest Performer(s)

Process: Facilitator arrange one or more of the following options. Participants are not required to take part in these activities. But they are strongly encouraged to do so, and the beer is there to make participation even more appealing!

1. Film(s) or Video(s). May be commercial film that deals with discrimination -- racism, sexism, etc., or more generally with organized labour and other relevant concerns. If possible, there should be a clear employment equity connection.

   A discussion -- formal or informal, brief or extended -- should follow the film.

NOTE: The following commercial films are among those which could be linked to the issues dealt with in this course:

Cry Freedom

Colours

Coming Home

Nine to Five

Soldier's Story

Norma Rae

The Colour Purple

The following are non commercial films which are available through libraries or other documentary film sources:

The Life and Times of Rosie the Riveter

Salt of the Earth

You have Struck a Rock

2. Performance. Theatre, music, dance, etc. that relates to employment equity/labour/discrimination issues, concerns, problem-solving goals. Depending on where the weekend takes place, facilitator can draw on the community's resources for performers.

3. Guest Speaker(s). Again, this could be from the community or region. The facilitator might arrange for a single speaker to speak (briefly and interestingly!) and then lead a discussion. Or there could be more than one speaker presenting different points of view.

Note to facilitators: In all of these activities, the guiding principle should be participation: the less passive the activity, the better. If it is inherently passive (such as watching a film), set it up so there's time and space for some talk.

Saturday evening should be a change of pace. Be sure it feels less like a class and more like entertainment. The beer should help. It's up to you and your creativity to make it a learning experience as well as a way to have fun, and keep the group together.

SESSION IV. SUNDAY MORNING. 9:00 a.m. - 12:00 noon

THE FINAL SESSION: EMPLOYMENT EQUITY -- GETTING THERE

Objectives: To review systemic barriers to employment equity in the workplace.

To examine union and management approaches to employment equity.

To develop and demonstrate practical strategies to achieve employment equity in the workplace.

To evaluate the course and identify future action for participants, locals, and the union to take.

A. Hangovers

Time: 9:00 - 9:10 (10 minutes)

Materials: Participants' notes
Facilitators' notes

Process: Review Session III (Saturday afternoon) and Saturday evening's activities. Identify leftover questions and concerns, and discuss how they may, or may not, get addressed in the final session.

B. Barriers Questionnaire

Time: 9:10 - 9:25 (15 minutes)

Materials: Barriers Questionnaire
Pens, Pencils, Markers
Flipcharts
Tape

Process: 1. (15 minutes)

a. Introduce Barriers Questionnaire. Explain that it is intended to help identify barriers in participants' own workplaces.

b. Divide into groups of 2 - 3, perhaps by simply working with the person(s) sitting next to you.

c. Facilitator assigns one page of the questionnaire to each group, to fill out together. Facilitator reminds groups to pick someone to report their findings back to the main group.

d. Each group discusses and fills out their page of the questionnaire.

2. (20 minutes)
Feedback: Each group reports its findings to the larger group.

Facilitator posts information on flipchart.

Note to facilitators: For additional background, see GUIDELINES TO BARRIERS ANALYSIS, included with other reference materials, at the back of this manual.

EXAMINING BARRIERS TO WOMEN AND MINORITIES IN OUR WORKPLACES AND UNIONS

The following are a few of the problems which women and minorities face when trying to get, keep and move in a job. You may not know the answers to all these questions BUT IT IS IMPORTANT TO DISCOVER WHAT YOU DON'T KNOW AS WELL AS WHAT YOU DO KNOW, so that you can begin to find out:

i) how management maintains and increases control over workers;

ii) what actions of management discriminate, in particular against women and minorities,

iii) how the practices of our unions can reinforce, or can challenge the discriminatory actions of management.

INSTRUCTIONS FOR THE EXERCISE

1. Take a few minutes to individually mark the answers for your own workplace.
2. Pull together the scores for your whole group — for example, 3 people in the group may not know the answer to question 3, or 5 people may know that #2 often happens in their place of work.
3. Identify the forms of discrimination which group members say happen most often.
4. Identify the forms of discrimination about which group members know the least — i.e. the questions where the most "I don't know's" have been marked.
5. Prepare to report to the other groups on your findings.

Source: CLC Steward Training
Instructor Manual, Feb. 1986.

QUESTIONS TO CONSIDER — GROUP 1

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
Recruitment and Selection				
1. Are new jobs advertised by word of mouth and through the normal channels, rather than through active recruitment of women and minorities?				
2. Are minorities and women ever told the job has been taken when they apply, when in fact, the job is still available?				
3. Are all job requirements really necessary to do the job, e.g. displays of physical strength for women, "Canadian experience" for immigrants?				
4. Are personal questions asked of women and minorities which are not asked of dominant group male workers, e.g. family and marital status for women, country of origin for workers of colour or who speak with an accent?				
5. Are entry points to new jobs only understood by a few people, e.g. through part-time work?				
Promotion and Transfers				
6. Are women and/or minority workers concentrated in jobs where there are few or no posting rights to job vacancies traditionally held by dominant group men?				
7. Are women and/or minority workers in jobs where there are few seniority rights?				
8. Is there no transfer process from lower paying to higher paying jobs?				
9. Are tests applied to women and/or minorities applying for promotion or transfer, which are not applied to dominant group men?				
10. Are women and/or minorities actively discouraged in any way from applying for higher paying, or more challenging jobs?				

QUESTIONS TO CONSIDER — GROUP 2

Job Classification and Pay

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
11. Are there "job ghettos" in your workplace — concentrations of women in some jobs, particular minority groups in some jobs, dominant group men in some jobs?				
12. Are there more dominant group men in higher classification jobs than there are minority and women workers?				
13. Are there more women and minority workers in part-time work than there are dominant group male workers?				
14. Are there more job titles in work classifications where there are more men than women?				
15. Are job classifications changed downwards when women and/or minority workers are hired in jobs which were done by dominant group men before?				
16. Is there an increase in contracting out in jobs where there are more women and/or minority workers?				
17. Do part-time workers have little or no protection under the collective agreement?				
18. Are the weighting of "male" skills higher than for "female" skills such as caregiving, interaction with the public, etc.?				
19. Are entry level pay rates lower for office than for plant; for "women's jobs" than for "men's jobs"?				
20. Are women and/or minorities given less opportunity to earn bonuses or overtime than dominant group male workers?				

QUESTIONS TO CONSIDER — GROUP 3

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
Working Conditions				
21. Has there been a greater decline in women and minority workers through cutbacks and layoffs, than of male dominant group workers?				
22. Are wages, benefits, and sick leave less (proportionately) for part-time workers, than for full-time workers?				
23. Do women lose benefits or seniority when on maternity leave or family/sick leave?				
24. Are women afforded less sick leave, vacation and other benefits than male workers?				
25. Are minority workers more frequently on less desirable shifts than dominant group workers?				
26. Is English as a second-language training unavailable for workers who need it?				
27. Are women unable to refuse work on VDTs if they are pregnant?				
28. Are there incidents of sexual or racial harassment in your workplace?				
29. Are there inadequate washroom and change facilities which contribute to tensions between workers?				
Training				
30. Are more women and/or minorities losing jobs or being negatively reclassified because of tech change than dominant group male workers?				
31. Are fewer women and/or minorities in employer-sponsored training, such as apprenticeship, than dominant group male workers?				
32. Are supports such as daycare allowances denied women who need or want training?				
33. Are there proportionately fewer women than men; minorities than dominant group workers, in upgrading courses?				
34. Is training and/or retraining unavailable to part-time workers?				

4c

QUESTIONS TO CONSIDER — GROUP 4

	OFTEN	SOME-TIMES	NEVER	DON'T KNOW
In the Union				
35. Do women or minority workers go unsupported when they report sexual and/or racial harassment?				
36. Do any of the following occur in your workplace: sexist jokes, ethnic/racial jokes, name-calling, racist/sexist grafitti, pin-ups, demeaning comments about women or minorities?				
37. Are meetings held at times when women or minority workers, in particular, find it hard to attend?				
38. Is translation unavailable for workers in their dealings with management and the union?				
39. Is childcare unavailable for women who want to attend meetings?				
40. Are part-time workers expected to pay the same union dues as full-time workers?				
41. Are union courses less well-attended by women and/or minority workers than dominant group, male unionists?				
42. Are lower-paid workers unrepresented on union committees?				
43. Are there less women and/or minorities in proportion to their numbers, on committees; in elected positions; involved in negotiations?				
44. Are women and/or minority workers discouraged from running for positions on committees and the executive of the local?				
45. Are discussions of racism and/or sexism taboo — considered divisive to the union?				

SCORING

This is something you can do for yourself, or it could be an exercise you could try with your own local. The point is to look as thoroughly and systematicallly as you can at your whole workplace for discrimination.

There are 45 questions in this questionnaire. You have done a few of them in your group. Answer all the questions, and then rate your workplace.

		OFTEN		SOME-TIMES	NEVER	DON'T KNOW
1.	A real problem — lots of racism and/or sexism here. But you can see it, so you can do something about it.	30-45	or	30-45	0-10	
2.	Fairly serious problems. Some of them may be below the surface. You probably need to do a bit of research.	20-30	or	20-30	15-25	
3.	A moderately discriminatory work-place. Many of these practices may be unintentional but they still have the same discriminatory effect on women and minorities.	10-20	or	10-20	25-35	
4.	A model workplace! Are you sure? Perhaps you'd better do this questionnaire again!?	0-10	or	0-10	35-55	
5.	Never mind. Maybe you never thought about these questions before, or had the chance to discuss them. There's nothing wrong with not knowing, as long as you try to find out.					10-45

Note: "Sometimes" is counted as equally significant to "Often" because if it sometimes happens, it could often happen. "Sometimes" is often just the cases you know about — if you see what we mean!

You might want to take this exercise back to your local for different perspectives from other stewards and officers.

C. Employment Equity: Management and Union Goals and Perspectives

Time: 9:45 - 10:20 (35 minutes)

Objectives:

To compare management and union approaches to employment equity.

To look at ways union activities, policies and members' approaches in the workplace promote, and/or inhibit, the employment equity process.

To determine whether there is any common ground between union and management, in seeking employment equity, and to look at where the major differences lie.

Materials:

Task Sheet 4. How Union and Management Use Employment Equity

Barriers Questionnaire (refer back to it)

Flipcharts (3-4)
Markers
Tape

Process:

1. (5 minutes)
   a. Divide into two groups.

      Each group pick a reporter, to write on flipchart and report back to main group.

   b. Hand out Task Sheet 4 (Question Handout) to each participant.

   c. In groups, discuss and fill in Task Sheet 4, with individuals using handout as a worksheet and reporter recording information to share with main group.

      Note: Tell participants to fill in only the part of Task Sheet 4 that applies to them (either the Union or the Management question).

2. (10 minutes)
Still in small groups, discuss what the union is doing about employment equity, and how it benefits the members.

3. (20 minutes)
Reconvene main group. Smaller groups report back their findings.
Facilitator posts information on flipchart and/or posts smaller groups' flipchart findings around room.

Facilitator makes sure that the discussion is linked to the Barriers Questionnaire.

BREAK: 10:20 - 10:30 (10 minutes)

TASK SHEET 4. HOW UNION AND MANAGEMENT USE EMPLOYMENT EQUITY

Answer either Question A or Question B, depending on whether you are assigned the Union or the Management position.

A. What is management doing about employment equity? How is management using employment equity to further its interests?

B. What is the union doing about employment equity? How is the union using employment equity to further its interests?

(SESSION IV. SUNDAY MORNING)

D. ERC Roleplay

Time: 10:30 - 11:45 (75 minutes)

Objectives:

To experience a mock ERC meeting with union and management.

To zero in on ways to promote real employment equity with management.

To prepare participants (union members) to take an active role in ERC meetings and related process.

To learn more about the union's employment equity policy and its applications.

Materials:

Task Sheet 5. Meeting of Workplace Labour/Management Committee (ERC): Management Profile

Task Sheet 6. Meeting of Workplace Labour/Management Committee (ERC): Union Profile

Background Handouts:
Sample ERC Minutes
Facing Management

Pens, Pencils, Paper
Flipcharts
Markers
Tape

Process:

1. (5 minutes)
Facilitator introduces roleplay:

* Mock ERC meeting

* Divide into two groups, and assign roles:

Group 1 = Management
Group 2 = Union

- Facilitator distributes Task Sheet #5 (Management Profile) and Task Sheet #6 (Union Profile) to the participants on the appropriate side. (Management gets only Task Sheet 5 and Union gets only Task Sheet 6.)

2. (30 minutes)
   a. Each small group prepares strategies for its roleplayed ERC meeting.

   b. Then group assigns at least 3 of its members to "serve" as "representatives" on the (mock) ERC.

   c. The groups help their "representatives" to prepare for the roleplay.

3. (15 minutes)
   The main group reconvenes.

   The "Union Representatives" and "Management Representatives" perform their "ERC Meeting" roleplay for the whole group.

4. (25 minutes)
   Facilitator leads debriefing session on strengths and weaknesses of union and management employment equity strategies.

   Discuss what was learned from the roleplay exercise.

   Facilitator distributes out background materials:

   * Sample ERC Minutes
   * Facing Management

BACKGROUND NOTES FOR E.R.C. ROLEPLAY

1. Management Profile

The following conditions accompany management's position:

* They have sent out a bulletin to senior management, telling them they have to promote employment equity.

* They've done the "I Count" survey and the Barriers Analysis survey.

* They have announced publicly that "We are an equal opportunity employer".

* Charts show they are hiring minorities.

* They have offered employment equity promotion, special courses, etc.

* Members of targeted groups have a better shot at the employment pool.

* They have appointed a committee to deal with employment equity.

* They have put out positive p.r., to project a good corporate image on the employment equity issue.

* They have allocated funding to upgrade or train minorities.

../2

BACKGROUND NOTES FOR E.R.C. ROLEPLAY, Page 2

2. Union Profile

The following conditions accompany the union's position:

* Employment equity is a high priority for the union.

* The union has increased its commitment to its own training and education programs on employment equity issues.

* There is concern that management efforts are focused more on its image and p.r. than on concrete action to employ or upgrade minorities in the workplace.

* The union is concerned about maintaining their integrity and substance of the collective agreement now on place.

* There is concern that token e.e. efforts will result in lower job classifications.

* The union does not want management to use e.e. as a way of undermining the jobs or status of union members who are currently employed in this workplace.

* Seniority is a serious issue, in negotiating employment equity with management, and the union is concerned that management will use special tests, or performance evaluation programs that will end up increasing discrimination, while appearing to combat it.

* The union's own educational and action programs are geared to ending discrimination in its own ranks and projects, by promoting MDTs and other work/training programs; by developing active race relations and related subjects; and by stepping up its own hiring programs to include more members of the five target groups.

TASK SHEET 5. MEETING OF WORKPLACE LABOUR/MANAGEMENT (ERC) COMMITTEE

MANAGEMENT PROFILE

You are a reasonably progressive management team with some agreement that employment equity in your workplace is desirable. While the government has not yet tabled employment equity legislation, it is requiring every government department to compile data on the composition of its workforce, and to report on hiring of the five target groups:

* francophones
* women
* people with disabilities
* Native people
* visible minorities

You are feeling some pressure to do something, and to be able to report on some measure of progress on hirings and promotions.

One avenue is to give higher priority (in new hirings, promotions, and training) to membership in one of the target groups than to seniority, all other things being equal. Another avenue is to try to increase the entry level positions available.

You are preparing for a meeting of the workplace labour/management (ERC) committee, at which employment equity will be discussed. You are worried that the union will put up roadblocks to any proposal which threatens seniority, or which hints at job evaluation.

You want to come out of this meeting with:

a. the union's cooperation, if not their active support, in developing an employment equity program in the department;

b. clarity on the next steps needed to develop such a program.

Adapted from DMI, 1989

TASK SHEET 6. MEETING OF WORKPLACE LABOUR/MANAGEMENT (ERC) COMMITTEE

UNION PROFILE

Your union has been discussing employment equity for some time, and has even developed a course on the subject for members. Your team has some commitment to an employment equity program which benefits all members. You know that management is under some pressure from the government to appear to be increasing the number of target group* members in their workforce. However, your management's belated efforts to begin such a program in your department have been awkward and sporadic, and have increased members' fears that employment equity is a form of "reverse discrimination."

*The five target groups are: francophones, women, people with disabilities, Native people and visible minorities.

You are preparing for a meeting of the labour/management (ERC) committee to discuss employment equity in your workplace. You fear that management's approach will undermine seniority provisions in the collective agreement, and that management will propose new performance evaluation systems which will lower job classifications, in order to create more entry level positions.

You want to come out of this meeting with:

a. some guarantees that an employment equity program will not undermine the existing collective agreement;

b. assurance that there will be no downgrading of job classifications;

c. some commitment from management that they will pursue an employment equity program which is fair, and which benefits existing members of the union.

Adapted from DMI 1989

Ministry of
Community and
Social Services
Ontario

MINISTRY ERC

Apr 28/89

Employee Relations Committe
Minut

Time	Date	Location
9:30	June 7/88	Suncor Building, 3rd Flo

Those present:

Management		O.P.S.E.U.		
	J. Burkus		L. Casselman	C. Woodrow
	T. Hytonen		B. Casey	P. Smith
	A. Mielnik		B. King	J. Holowka
	E. Sorin		D. Stewart	

Minutes Item	Action Required Name	 Date
A. PREVIOUS MINUTES		
1. Minutes of April 6, 1988 reviewed and signed.		
B. OLD BUSINESS		
1. Young Offenders		
a) Employer indicated that policy directions for secure services in the Ministry are under review.	Discussion deferred to subsequent meetings	Tentatively August 16, 1988
2. Income Maintenance		
a) In regard to the Report on the Parental Support Function the Union posed the following questions: i) Will there be surplus declarations as a result of the Report? ii) Will there be a review of the Parental Support Worker job specification? iii) Will there be a down grade in classification level?		
The Employer reiterated that the Report is currently an internal document and the Ministry has not yet dealt with or accepted any of the recommendations.	Union to forward additional concerns prior to next meeting for possible resolution	Prior to August 16, 1988
b) Employer indicated that the staffing enhancements were generally based on a ratio of six Income Maintenance Officers to two clerks to one supervisor; and that the salary dollars for the positions were allocated to the Regions and the positions were then allocated according to need within the Regions.		

Signature	Next meeting scheduled: Date	 Place

1966 (9/82)

Time	Date	Location

Those present:

Management

O.P.S.E.U.

Minutes Item	Action Required	
	Name	Date

c) Employer indicated that it was unable to establish any specific impact on M.C.S.S. employees resulting from the Ministry of the Attorney General's recent policy on recovery of monies.

d) In regard to Union concern of the impact of the Voluntary Exit Option initiative, the Employer indicated that the twenty percent non-return of salary is managed centrally and the Ministry is currently endeavouring to ensure that direct service staff, who avail themselves of the option, are replaced.

3. Confidentiality Requirements for Personnel in a Non-employment Relationship

a) Employer confirmed that administrative guidelines and revised Declaration Form for Ministry-wide implementation were forwarded to Union members of the Ministry E.R.C. on May 20, 1988. Furthermore, the Employer thanked the Union for raising the item so that a consistent practice could be instituted.

b) Union acknowledged receipt of above referenced items.

c) Union reiterated its position that such personnel are not to be viewed as part of the complement when understaffing situations are reviewed/discussed in various forums and that as such the Union will be monitoring management's utilization of such personnel.

Signature

Next meeting scheduled:

Date	Place

Time
Date
Location

Those present:
Management
O.P.S.E.U.

Minutes Item	Action Required Name	Action Required Date
4. Unionized Unclassified Staff		
a) Union advised that additional information had been received and consequently requested further deferral of its survey results regarding unclassified staff utilization in the Ministry to the next meeting.	Union to provide results of survey	August 16, 1988
b) Employer advised Union that since requests have been made of all Ministries, the format for provision of unclassified employee names and service is the subject of a June 14, 1988 meeting between the Human Resources Secretariat and O.P.S.E.U and that pending further direction centrally, this item will be held in abeyance.		
5. Multi-year Plan		
a) Union indicated that a meeting had been held with Assistant Deputy Minister Operations as agreed to during the April 6, 1988 Ministry E.R.C.		
b) Union raised issue of miscommunication and corollary mixed messages which are being given to employees and that it would be in the Ministry's interest to co-ordinate this. For example:		
i) at Rideau Regional Centre, one presentation was made to all employees		

Signature

Next meeting scheduled:
Date
Place

1966 (8/82)

Time	Date	Location

Those present:

Management

O.P.S.E.U.

Minutes Item	Action Required	
	Name	Date

ii) whereas, in other facilities, it appears that Departmental Managers are providing presentations but that different departments are receiving different interpretations thereby leading to mixed messages and increased staff anxiety. (i.e. support services staff are worried about contracting out.)

c) Union raised concern regarding salary differentials resulting from privitization/divestment.

Employer indicated that it is sensitive to this issue and has raised same at the Ministerial level.

d) Union requested clarification of Minister's statement that more resources are being allocated to community development.

Employer responded as follows:

i) Resources are allocated to both community and institutional services.

ii) As an increasing number of residents move out of the institutions, differential rates of growth occur in the allocations such that more dollars are being spent in community services than in institutional services.

iii) At the same time operating budgets are increased year over year to transfer payment agencies and institutions.

Signature

Next meeting scheduled:

Date

Place

Ministry of
Community and
Social Services
Ontario

Employee Relations Committ
Minut

Time	Date	Location

Those present:

Management

O.P.S.E.U.

Minutes Item	Action Required	
	Name	Date

6. Job Sharing

   a) Employer indicated that currently the Ministry is involved in a pilot job sharing arrangement in the Kingston Area Office that has been approved by the Human Resources Secretariat and O.P.S.E.U.; however, overall application of the job-sharing concept remains the responsibility of the Human Resources Secretariat and O.P.S.E.U.

7. Muskoka Centre

   a) In response to Union clarification request regarding divestiture to Caledonia Enterprises, Employer indicated that this was part of a preliminary plan that has not been approved and as such O.P.S.E.U. was not apprised corporately.

   b) Employer indicated that the Muskoka Centre posts temporary developmental assignments of more than six months and that all employees have accessibility to same through expressed interest directly or on their performance appraisals.

   c) Employer indicated that filling of management positions is in accord with Ministry policy and that out of ten recent positions: six were filled by current provincial staff of which four were from the facility.

Signature

Next meeting scheduled:
Date
Place

1966 (8/82)

Ministry of
Community and
Social Services
Ontario

Employee Relations Committee
Minutes

Time	Date	Location

Those present:

Management

O.P.S.E.U.

Minutes Item	Action Required	
	Name	Date
8. Workers Compensation (Form 7 Resident Identification)		
a) As a result of Union concern for identification on the Form 7 of residents who were part of an incident resulting in a compensation claim and the varying practices in the Ministry, the employer will undertake review of this item in order to establish a consistent practice.	Employer to review and update	August 16, 1988
C. NEW BUSINESS		
1. C.P.R.I.		
a) Item regarding filling of vacancy referred back to local for resolution.		
2. Job Modification Funds		
a) Union advised that it believes funding is available from the Human Resources Secretariat for assisting with job modification devices for the disabled.	Employer to review	August 16, 1988
3. Physical Demand Analysis		
a) Employer indicated that as part of Employment Equity, it is participating in a study to review the physical demands of specific jobs. Eventually, physical demand analysis could become part of the completion of job specifications and would provide basic information for use in job advertising, hiring decisions, job rotation and promotion and as means of determining alternate ways of doing job tasks to ensure that persons with disability are not screened out of jobs.		

Signature	Next meeting scheduled: Date	Place

Ministry of
Community and
Social Services
Ontario

**Employee Relations Committee
Minutes**

Page 7 of 7

Time	Date	Location

Those present:

Management

O.P.S.E.U.

Minutes Item	Action Required	
	Name	Date
4. French Language Services		
a) Employer indicated that French speaking incumbents of jobs need not be tested, only candidates for a position will be tested.		
b) Employer indicated that it is reviewing vacancies to ensure compliance with the Act.		
c) Employer indicated that the designation of positions in accordance with the Act could potentially result in funding being made available.		
d) Union requested information as to whether all positions in the Northern Region will be posted in French.	Employer to respond	August 16, 1988
5. Report of the Staffing Qualifications Advisory Committee for Services Under the Child and Family Services Act		
a) Union requested copy of and status update on the Report	Employer to respond	August 16, 1988
6. Ministry E.R.C. meeting scheduled for August 3, 1988 has been rescheduled to August 16, 1988		

SIGNED: ______________________
For the Ministry

SIGNED: ______________________
For the Union

Signature	Next meeting scheduled: Date	Place
	August 16, 1988	Hepburn Block

1966 (8/82)

WSF-007c

Ap 28/89

LOCAL ERC MINUTES

ITEM	ACTION
1. ERC MINUTES	
Previous minutes not accepted by Management or Union. Management wishing to defer discussion of minutes until Joe is present.	Deferred to next meeting when Joe Barron is present.
It was clarified that minutes reflect what goes on at a meeting, and are not verbatim.	It is agreed that a clerical steno may be approached, as a Union member, for minute taking representing Union's turn, however, prior arrangements will need to be made with management.
2. VIDEO TAPING JOB INTERVIEWS	
It was noted the Union are opposed to the taping of job interviews. Reference was made to the Employment Standards Act, Part XI-A Lie Detector Tests, sections 39a. and 39b.(2). The Union feels this is an unfair practice and requested that the practice cease. The Union has a ruling from their Legal Branch which was read.	Management agreed to bring this item back to the next ERC, after reviewing pertinent sections of the Employment Standards Act and consultation with Legal Services Branch.
3. EMPLOYEE SAFETY DURING RENOVATIONS	
It was reported that: (1) employees are being left in a secure area without keys, and fire alarms have been disconnected in this area.	Management advised staff in the renovation areas (a) do have keys, and (b) are the responsibility of Ministry of Correctional Services who are in charge of this project. These areas are restricted. The issue of disconnecting the fire alarm in Mercury will be discussed with D. McKillop, M.C.S. Renovation Manager.
(2) Construction materials are being left outside, and when students are outside they have access to these materials.	The material outside will be investigated by Mary. It is agreed debris is not to be left outside.
(3) A chain from the roof is hanging in front of a window in Terry Fox Unit.	The chain in question will be moved.
(4) Construction is causing telephones to be temporarily out of order.	Carol advised that telephone problems are caused by a worn part on the main switchboard which will be replaced as soon as possible by Bell Telephone Company.

ITEM	ACTION
• EMPLOYEE SAFETY DURING RENOVATIONS (CONT'D.)	
(5) Safety precautions were requested for the Control Office during renovations.	Management advised the plan is to close the foyer area which will include Control Office. The Control Office Clerk will be enclosed with appropriate equipment to perform the job.
A concern was also raised around staff with breathing problems during construction, and it was felt a ventilation system needs to be installed.	To be raised with Ministry of Corrections.
• RIGHT TO KNOW LEGISLATION (H.S.A.)	
It was raised that employees must be informed when health hazards exist. The Union questioned if there is asbestos in various areas, and they would like a report that tests have been done and the institution is asbestos free.	Management advised a written request has already gone to Ministry of Labour to test for asbestos.
Also, it was requested that Aids and Hepatitis tests be carried out when students are admitted, as well as Hepatitis B shots be made available to staff. Special, water soluable bags were requested for contaminated clothing.	It was noted this has been previously discussed at E.R.C. and testing would occur when necessary. Further discussions will be held with the Medical Department with regard to procedures, as well as the need for Hepatitis B shots and water soluable bags for contaminated laundry. This item will be discussed further at the next E.R.C. Meeting.
UPDATE ON CORRECTIONS	
It is understood the COMSOC MB20 has not been passed to date, but unofficially it is tentatively understood that April 1/87 will be the transfer date. Roy questioned whether COMSOC would transfer staff if they did not want to go with Corrections.	Carol advised that the Deputies stated, when they spoke to staff, that all competitions would be posted for staff who wished to apply. Jim advised that he has raised this issue and is still awaiting a reply. He also noted that staff need to come forward if they do not wish to go to Corrections. Carol advised she has requested this information from staff and has received no response from staff wishing not to go to Corrections.
40-HOUR CASUALS	
It was requested that a competition be set up to fill the vacancies now being covered by 40-hour casuals. Carol noted we require information from Corrections around our organization before position may be filled, but she would expect that everyone would have equal opportunity to apply.	

ITEM	ACTION
7. STAT TIME EXTENSION In the December 1985 minutes, it was agreed that compensating time requests could be carried over to June. It was requested that this be allowed again.	It was agreed that, if the time is booked and approved by March 6/87, staff will be allowed to take this time up until June 1/87. This agreement is for time on the books at December 31/86.
8. STAFF MEALS (MEDICAL/RELIGIOUS) The Union advised that we have staff that require special diets for both medical and religious reasons. Management questioned why these staff are unable to supply their own meals. It was requested that alternative meals be supplied for staff that require them under the Collective Agreement, Article 17.7. The approximate figure given was 12.	Management will investigate and report back next meeting.
9. ANNUAL VACATION REQUESTS .he format for vacation requests covering the period June 15 to September 15, 1987, was circulated as it was taken from previous minutes.	There was general agreement that this format would again be followed.
10. NEXT MEETING Tuesday, March 10, 1987 1115 hours Sprucedale Board Room Agenda Due: February 24, 1987.	

C. J. Orphanacos
arol J. Orphanacos,
uperintendent.

Roy Penfold
Roy Penfold,
Chief Steward, Local 220.

UNION STANCES IN MANAGEMENT MEETINGS

(Three types, plus dozens in between.)

Non-Assertive (Passive)	Agressive (Heavy Influence)	Assertive (Let's Work it Through)
- apologetic words - hedging, excessive qualifications - rambling, disconnected phrases - at a loss for words - failing to say what you really mean - use of phrases like 'you know'.	- accusations - 'you' messages that blame or label - loaded words that incite	- direct statement of wants - honest statement of feelings - 'I messages'
- hoping someone will guess what you want - looking as if you don't mean what you say	- exaggerated show of strength - sarcastic style - air of superiority	- attentive listening behaviour - generally assured manner - communicating, caring strength
- weak, hesitant, soft wavering, mumbling	- tense, shrill, loud, shaky, cold, demanding, superior, authoritarian	- firm, warm, well-modulated, relaxed
- averted, downcast teary, pleading	- expressionless, narrowed, cold, staring, not really seeing you	- open, frank, direct, eye contact, but not staring
- leaning for support - stooped, excessive head nodding	- hands on hips, feet apart, stiff and rigid	- well-balanced, straight on, erect, related
- fidgety, fluttery, clammy, limp	- clenched, abrupt gestures, finger pointing, fist pounding	- related motions, firm handshake

Note: These are very culture-specific expressions of these three types of stances. While these may be generally accurate for North America, there are other signals for them as well.

ATTITUDES INFLUENCE COMMUNICATION

	Non-Assertive (Passive)	Aggressive (Heavy Influence)	Assertive (Let's work it through)
Verbal	- Apologetic words - Hedging, excessive qualifications - Rambling, disconnected phrases - At a loss for words - Failing to say what you really mean - Use of phrases like "You know"	- Accusations - "You" messages that blame or label - "Loaded" words that incite	- Direct statement wants - Honest statement feelings - "I" messages
Non-Verbal	- Hoping someone will guess what you want - Looking as if you don't mean what you say	- Exaggerated show of strength - Sarcastic style - Air of superiority	- Attentive listen behaviour - General assured manner - Communicating, strength
Voice	- Weak, hesitant, soft, wavering, mumbling	- Tense, shrill, loud, shaky, cold, demanding, superior, authoritarian	- Firm, warm, well-modulated, relaxed
Eyes	- Averted, downcast, teary, pleading	- Expressionless, narrowed, cold, staring, not really seeing you	- Open, frank, dire eye contact but staring
Stance and Posture	- Leaning for support - Stooped, excessive head nodding	- Hands on hips, feet apart, stiff and rigid	- Well-balanced, straight on, erec related
Hands	- Fidgety, fluttery, clammy, limp	- Clenched, abrupt gestures, finger pointing, fist pounding	- Related motions, firm handshake
Other	- Denies his self-worth - Inhibited - Hurt, anxious - Allows others to choose - Does not achieve desired goal	- Self-enhancing at the expense of other person - Expressive - Depreciates others - Chooses for others - Often achieves desired goal by hurting others	- Self-enhancing - Expressive - Feels good about self - Chooses for self - May achieve des goal

GUIDELINES FOR STEWARDS IN DEALING WITH SUPERVISORS

- be a good listener
- have the supervisor take the burden of proof
- cooperate; but don't be too ready to settle
- don't be sidetracked; stick to the point
- avoid personal rivalries
- hold your temper
- don't talk too much
- don't bluff
- demand the same respect from supervisors, as you give them
- don't discuss personalities
- set a definite time for an answer
- insist on retroactive settlements
- stick together with workers and other stewards
- disagree with dignity. If you intend to appeal, say so.

Avoid: snap judgements
projection
prejudice
preoccupation
lack of appreciation

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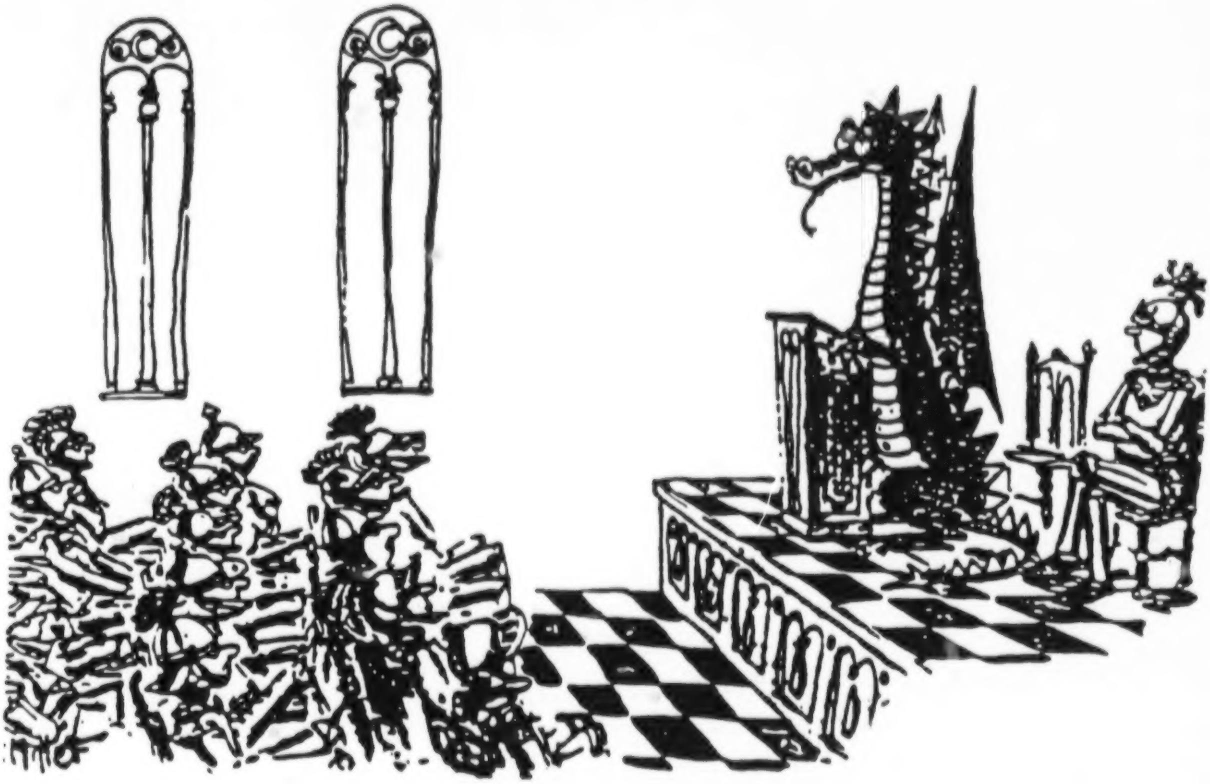
FACING MANAGEMENT II. ANOTHER VIEWPOINT



"To begin with, I would like to express my sincere thanks and deep appreciation for the opportunity to meet with you. While there are still profound differences between us, I think the very fact of my presence here today is a major breakthrough."

(SESSION IV. SUNDAY MORNING)

E. Evaluation of the Course

Time: 11:45 - 12:05 (20 minutes)

Materials: Task Sheet 7. Course Evaluation
Pens, Pencils

Process:

1. (10 minutes)
   Facilitator hands out Task Sheet 7 (Course Evaluation).

   Facilitator asks each participant to fill out the Evaluation. Explain that it's ok to make this written evaluation anonymous.

2. (10 minutes)
   Facilitator asks each participant to share some comments about the course, with the whole group.

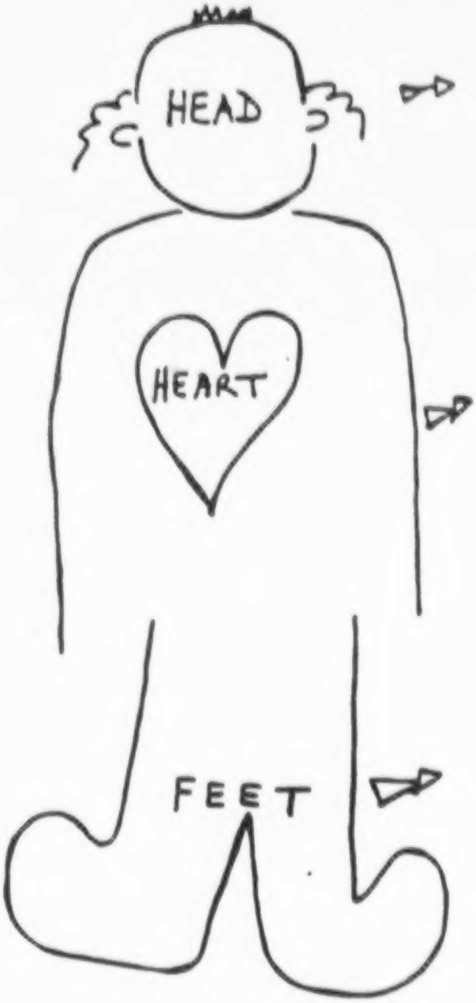
   (Clarify, if necessary: the written evaluation is private, and the oral evaluation is the information participants are willing to share "publicly" with each other and facilitators.)

TASK SHEET 7. COURSE EVALUATION

Date:

This form has two purposes. We hope it will help you reflect on your own learning during the course. We know it will help us improve our work. To make the evaluation as useful as possible to us, it helps if you can be specific and personal. (i.e. using 'I' instead of 'we' etc.)

Part one: What did you learn from this course?



a) New knowledge gained from the course

b) New understandings, feelings you leave with

c) New skills - things you can use in your work

Part two: Your Assessment of the Course

1. What parts of the course did you find most useful? Why?

2. What parts did you find least useful? What ideas could you suggest for improvement?

4. What follow-up training do you need?

Many thanks for taking the time to fill this out!!

F. Action Planning

Time: 12:05 - 12:25 (20 minutes)

Objectives: To determine some of the ways this course can be used to achieve employment equity goals in the workplace.

To encourage participants to think about turning their educational experience into action, in union, workplace, and society.

Materials: Task Sheet 8. Action Planning Worksheet
Pens, Pencils

Process:

1. (5 minutes)
   a. Divide into pairs (maybe just people sitting next to each other).

   b. Facilitator hands out Task Sheet 8 (Action Planning Worksheet).

   c. Facilitator asks participants (in pairs) to discuss future action that could result from the course.

   d. Ask participants to be sure that one person in each pair takes notes on the planning sheet (Task Sheet 8).

   Note: This activity may require more than 5 minutes. Use your judgment in extending the time a bit.

2. (15 minutes)
   a. In a go-around, each pair shares its action plans with the whole group.

   b. Participants hand in the written action plans, and written evaluations (from E.) to facilitator.

TASK SHEET 8. ACTION PLANNING WORKSHEET

Write down some of the ways the activities and information in this course can be used for future union action. List some of your priorities. What are some possible projects you, your local, your region, or the union as a whole, could undertake?

G. Wrapup/Closure

Time: 12:25 - 12:30 (5 minutes)

Materials: Flipchart notes and participants' notes, if people want to refer to them

Process: Facilitator thanks participants, comments on her/his experience, and invites participants to add any final comments they'd like to share.

Note: This is a good time to remind participants of any special highlights, or memorable moments from the weekend. It's also a time to make a (brief) statement about carrying the weekend's work back to locals, regions and head office, so that the work will lead to future action and more participation by other members.

HOMEWARD BOUND: 12:30

Note to facilitators: Questions, issues and problems will vary depending on who attends, and who facilitates, the course. Supplementary background materials are included on the following pages, to address some of these concerns. Feel free to use and adapt them to your group's needs.

SUPPLEMENTARY MATERIALS

INTRODUCTION: The following pages contain additional background materials, to be used at the facilitator's discretion, to enrich the course, or simply to strengthen the facilitator's preparation for working with employment equity issues.

COMMENTS ON EMPLOYMENT EQUITY/AFFIRMATIVE ACTION

The following comments were shared by participants in an OPSEU workshop, in 1988. You'll note the irony in these: they reflect how management too often perceives employment equity/affirmative action.

As a facilitator, you may want to keep notes on other comments, to share with participants, or to add to the course manual, to keep it up to date.

1. In my workplace, the affirmative action program ran a series of workshops during lunchtime. One of them was on "How to build an herb garden." Another was on "blinds."

2. We have an affirmative action committee at the workplace. I'm not sure what it does, but I know management asked one of the Black women in the office to be on it. They have conferences once a year and workshops on writing resumes.

3. At my workplace, affirmative action meant that this disabled guy on contract for 2 years didn't get a permanent job. They hired some young Chinese worker from outside the Public Service.

4. In my Ministry, affirmative action means that they won't even take an application from the men for some of the jobs. They're considering women only, because they're only going to hire a woman.

5. Affirmative action? That had something to do with the "I Count Survey", right? Yeah, we all filled that in. But no-one told us the results.

FLY ON THE CEILING

This exercise may be a useful way to frame the "Hangovers" activity that begins each session. You may want to develop your own guidelines for encouraging participants to go back, before going forward again. You may want to adapt this format, or use it as is, either as a handout for participants to write on, for each session, or as a set of guidelines to consider.

The "fly on the ceiling" is the observer of everything that goes on (in this case, the participant looking back on the morning's, afternoon's, or evening's events and reflecting on them before going ahead with the next activity.

Questions to answer:

1. What did we do? (reconstruction) Why?

2. What happened for you? Summarize what you learned/felt.

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of?

BASIC PARTS OF AN ACTIVITY

1. Introduction

   - Explain guidelines and task
   - Clarify time available
   - Divide people into groups if necessary
   - Distribute handouts if necessary
   - Take questions for clarification

2. Doing the Activity -- Implementation

   - People working at something
   - Facilitator available (as a resource, or to clarify)
   - Facilitator monitoring time

3. Debriefing the Activity

   - If in small groups, come back to large group
   - Pull out experience
   - Look for patterns/analysis
   - Add new content/theory which doesn't come from participants
   - Synthesis

Some Points to Remember:

- It's important to clarify the focus, or how the activity relates to the objectives.

- Plan carefully for how much data you want to generate. You may only want groups to report on one part of their discussion and work.

- Plan for how you will capture and record new insights and group learning.

Note: This worksheet was used in the creation of the course, but may be useful to facilitators in the process of adapting it for use with different groups.

DEALING WITH RESISTANCE

Types of resistance you may encounter:

1. DENIAL "There's no discrimination (in my workplace, my community...)"

   "I'm a member of a visible minority, and I've never experienced discrimination."

   "Some of my best friends (co-workers) are members of visible minority groups, and I've never seen them get discriminated against" (or, "they've never told me about it").

2. HECKLERS
   a. A bigot out to sabotage the course
   b. An annoying interrupter

3. SILENCE

4. REFUSAL TO PARTICIPATE IN PROJECTS OR ACTIVITIES.

5. WALKING IN AND OUT OF THE ROOM

6. PRIVATE CONVERSATION, WHISPERING

7. VERBAL ATTACKS ON FACILITATOR(S)

8. UNION INTERNAL POLITICS AND/OR UNION BUSINESS GETTING IN THE WAY OF THE COURSE (May apply to any of the above)

Ways to Cope:

1. Break up problem "stockpiling" into components, and deal with each of them separately.

   Example: A bigot makes a sweeping statement about members or a group who all behave badly in the shop, and didn't support his local on the picket line, and move into other people's neighbourhoods and ruin them.

   Facilitator separates:
   a. bad behaviour in the shop
   b. the recent demo
   c. changing neighbourhoods

Facilitator addresses each of these issues, separating it from racism, and clarifying the difference between events and behaviours, and the social/political construct of race.

2. Take a break, to de-fuse the tension.

3. Focus on the person who is disrupting and ask them for constructive input.

4. Ignore the disruption, and the person who's doing it.

5. Silence.

6. Humour.

7. Questions: Ask "What?" "Why?" "How?" to get to the source of the conflict.

   Name people and ask their opinion.

   Clarify goals and objectives, and expectations (by asking participants questions to help).

8. Break to an audio-visual activity, perhaps a film clip that illustrates a situation or condition that has come up in the expression of resistance.

9. Be reasonable. (Let your reason override a heckler's unreasonable behaviour or observations.)

10. Acknowledge and show that you hear what the person is saying. ("Good point...")

11. Stay calm.

12. Return to goals, and say where the program will deal with this issue.

13. Open it up to other participants' comments. (CAUTION: Do this only if you are sure they will challenge the person who's resisting.)

14. If there's a co-facilitator, be sure he/she plays an equal and active role. The strong presence of both will help curtail resistance.

15. Facilitator: be clear about own experience of discrimination (clear about your own stakes in this).